Visions of Program Revision:

A Report

On The Early Childhood Education Review Project

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THE EARLY CHILDHOOD EDUCATION REVIEW PROJECT

TABLE OF CONTENTS

Introduction
    Preface
    Background
    Acknowledgements

1) The field, the job, the training: Some definitions, some research
    1.1) The field of ECE: The briefest of historical overviews
    1.2) Job descriptions and role conceptualizations

2) An overview of ECE training and the effects of training in Canada and the U.S.
    2.1) Spodek & Saracho
    2.2) Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions (NAEYC)
    2.3) California's Guidelines for Comprehensive Child Development Instruction and Services Programs
    2.4) An overview of ECE training programs in Canada
    2.5) Courses and competencies
    2.6) Canadian and American research on the effects of training

3) ECE training in British Columbia
    3.1) ECE Basic Courses
    3.2) Family Day Care Training
    3.3) The Health and Social Service Review Project
    3.4) The ECE Articulation

4) The surveys
    4.1) The Survey of Early Childhood Educators
    4.2) The Survey of Employers
    4.3) The Survey of ECE Coordinators and Instructors
    4.4) The Survey of Family Day Care Providers

5) Content issues for discussion and planning
    5.1) Practicum
    5.2) Infant-toddler training
    5.3) Multi-culturalism, First Nations, and anti-bias curricula
    5.4) Special needs
    5.5) Foundations courses

6) Structural issues for discussion and planning
    6.1) Length of program
    6.2) 1 year/2 year exit
    6.3) Coring

7) Towards program revision: Conclusions and recommendations:
    7.1) The Task Force on Child Care and the Health and Social Service Review Project
    7.2) Key elements of Program Revision
        1. Ages of children, types of children
        2. Communication skills
        3. Program length
        4. Competencies, instructional goals and courses of study
        5. Family day care training
        6. Career laddering

8) References

9) Tables (blue)

10) Appendices (beige)

List of Tables

Table 1: Organizational Dimensions, Assumptions and Variables on Early Childhood Programs (From Clark-Stewart & Fein, 1983)

Table 2: CCDCF (1991) and Pence &Griffin (1991a,b) Hierarchical Models of ECE Professionals

Table 3: Roles, Knowledge, Skills and Attitudes of ECE Teachers (From Spodek & Saracho, 1989).

Table 4: NAEYC Guidelines on ECE Teacher Preparation

Table 5: Guidelines for Quality Child Development Instruction Programs (State of California, 1983)

Table 6: Staffing and Training Requirements in Each Province (From Pence & Griffin, 1991a).

Table 7: Comparison of Provincial Training Programs (Government of Ontario).

Table 8: Program Offerings in ECE Training Programs in British Columbia

Table 9: Summary of Results and Recommendations from the Camosun College Self-Review

Table 10: Program Objectives of the Camosun College ECE Program

Table 11: Fraser Valley College Revised ECE Program

Table 12: Educator Responses on Their Teaching Strengths and their ECE Basic Program Descriptions

Table 13: Educators Responses on Amount of Time Spent in Different Curriculum Areas

Table 14: Educators: Amount of Time Spent in Different Curriculum Areas

Table 15: Coordinator/Instructor Respnoses on Program Graduates and Program Descriptions

List of Appendices

Appendix 1: Terms of Reference for the Review Project

Appendix 2: ECEBC Blueprint: Project Activities and Timeline

Appendix 3: ECE Review Project Advisory Committee

Appendix 4: Association of Early Childhood Education of Ontario Transferability Guidelines

Appendix 5: Recommendations of the Health/Human Service Review Project

Appendix 6: ECE Articulation Committee Regional Reports on Two-Year ECE Basic Programs

INTRODUCTION

Preface

This report is a work in progress and this report is being circulated to the members of the early childhood education communities of British Columbia who are invited to respond to the report both in writing and in a series of round table discussions to be organized in different locations in the province by the Early Childhood Educators of British Columbia. Based on these further discussions and reactions to this report, a final version will be written in the spring/summer of 1992.

The content of this report does not reflect the views of the Ministry of Advanced Education, Training and Technology or the Centre for Professional and Curriculum Development which funded the project.

The title of the report, "Visions of Program Revision", attempts to convey that the report is the result of many members of the early childhood education community of British Columbia sharing their own visions of what ECE training in this province could or should look like. In many ways these visions were similar, in some ways they complemented one another and in some ways that stood in conflict with each other. The major thrust of this report was to provide a lense through which all of these various visions could be observed and to then bring them into focus.

Readers are invited to participate in this process by reading and responding to this report and by sharing their own visions of program revision in the preparation of early childhood educators.

Background

In December, 1990 the Ministry of Advanced Education, Training and Technology and the Centre for Professional and Curriculum Development contracted with the Centre for the Study of Curriculum and Instruction at the University of British Columbia to conduct a "review of training needs in the ECE field" in British Columbia. The idea for the review arose out of an initial concern to specify curricular guidelines for the "post-basic" second year ECE programs. However, it soon became apparent that a review of the "basic" one-year ECE program was needed prior to discussions regarding the content and structure of a second year post-basic program.

The review (see Appendix 1 for Terms of Reference) was designed to gather and synthesize current research and professional literature on the training of early childhood educators. This literature was to include college self-studies, program reviews, and other documents related to the training of early childhood educators in British Columbia and in other jurisdictions. The review was also to include a survey of ECE professionals, instructors, employers and students in an attempt to determine the perspectives of these various groups on questions related to the training of early childhood educators.

It must be pointed out early and enthusiastically that this review is not an evaluation of individual early childhood training programs in BC. This review greatly benefitted from the cooperation and support of the many training institutions which forwarded copies of internal reports, self-studies, course calendars, and discussion papers which circulated within the colleges and within the ECE community. Information on individual programs is presented in this review for descriptive and illustrative purposes only and was drawn from publicly available documents (brochures, calendars, self-studies). The information is presented with neither endorsement nor criticism.

It should also be noted that this Review was initiated in a context of a number of complementary efforts in BC and across Canada involving British Columbians. Prior to the letting of this contract, the Provincial Task Force on Child Care published their report which included a number of recommendations regarding the training of early childhood educators. Subsequent to the presentation of this report, Women's Programs embarked on a major data gathering task to document with greater precision the current situation on child care in BC. Health and Welfare, Canada's Child Care Initiatives Fund awarded a grant to the Canadian Child Day Care Federation and the Canadian Day Care Advocacy Association which co-sponsored a national survey on the wages and working conditions. The study was conducted by Vancouver's Karyo Communications. The Early Childhood Educators of BC (ECEBC) and the Canadian Child Day Care Federation (CCDCF) were in the process of reviewing the training and education needs of early childhood educators. The British Columbia Early Childhood Education Articulation Committee began a planning initiative to design the content, structure, and implementation of a standard two-year training program in the province.

In conducting this ECE Review Project, every effort was made to not "reinvent the wheel" and to cooperate, collaborate, and share information with these complementary initiatives.

Acknowledgements

This review could not have been undertaken without the active support of many individuals and organizations.

Dr. John Willinsky, Director of the Centre for the Study of Curriculum and Instruction at UBC, lent his active support to this project from its very inception. Dr. Willinsky's commitment to policy relevant research and his sensitivity to and support for early childhood education resulted in the priority which was assigned to this project.

Dr. Glen Dixon, Director of UBC's Child Study Centre, took an active role in the early discussions and proposal writing phases of this project. Unfortunately, Dr. Dixon's research, teaching and administrative responsibilities prevented him from continued involvement on the project.

Jean Campbell of the Ministry of Advanced Education, Training and Technology was helpful in all stages of this project and was always available for consultation. Keith Dunbar of the Centre for Professional and Curriculum Development was supportive from the inception of this project and helped guide it through a maze of logistical and financial procedures.
Gayle Davies and her staff in the Ministry of Health were most helpful in providing lists of licensed child care facilities.

The Early Childhood Educators of British Columbia (ECEBC) were supportive of this review project in many different ways. As noted in Appendix 2, ECEBC submitted a proposal to the Child Care Initiatives Fund which would support the distribution of the review report and the facilitation of area round-tables which would discuss and give feedback on the draft report. Final approval for this grant is still pending.

A very talented and energetic Advisory Committee (Appendix 3) representing a cross section of the ECE community in British Columbia spent many hours in discussion providing advice, guidance, suggestion, support and encouragement. Many hours were spent by this committee in meeting, reading, faxing, phoning, and couriering.

Susan Swanson, Jennifer Moses, Linda Fraser and Beth Warkentin worked above and beyond the call of duty in a range of research, administrative and editorial tasks which kept the project moving. The assistance of Dr. Mike Marshall, Director of the Centre for Applied Studies in Education who worked on and oversaw the distribution of the various survey instruments is noted with gratitude.

The Western Canada Family Day Care Association was extremely gracious in contacting their membership and encouraging support for the project. The good offices and helpful support of Peter Ashmore at West Coast Child Care Resources Centre were also essential in informing the ECE community about the project. Early Childhood Educators of BC carried a number of informational articles in their newsletter on a number of occasions.

A special word of thanks goes to Dyan Dunsmoor-Farley, Director of the Child Care Team in the Ministry of Women's Programs and to Mab Oloman who is coordinating various information gathering activities for Women's Programs. Discussions with the Child Care Team led to a decision to collaborate on a survey of family day care providers which was of interest to both the review project and Women's Programs. A series of questions on training issues generated by the review project staff and Advisory Committee were included on Women's Programs family day care surveys. Ann Kitteredge of the Central Statistics Bureau was extremely helpful in coordinating the inclusion of the Review Project's training questions in the family day care survey conducted by Women's Programs.

1) THE FIELD, THE JOB, THE TRAINING: SOME DEFINITIONS, SOME RESEARCH

What is early childhood education, what are the characteristics of a successful early childhood educator and how does one become a successful early childhood educator? These are the central questions around which this review focuses. While it is far beyond the scope of this report to give definitive answers to each of these questions, the report will attempt to reflect consensus positions on each of the three questions. The report will cite the relevant references and research which informs the consensus and will also identify areas where widely held consensus cannot be found.

1.1) The field of ECE: The briefest of historical overviews

Early childhood education can trace its lineage to both the child welfare movement and the kindergarten movement of the last century. (For more complete discussions of this topic, readers are referred to Pence, 1986 and Goelman, 1992). Child welfare and settlement house programs were very much geared towards providing basic health and nutritional care to children from young families. The kindergarten movement, tailored much more towards the growing middle class, focused on the intellectual development and school readiness of young children.

In the past century social changes have done much to obscure the lines between the "caregiving" and "educational" orientations within ECE. Child care settings are no longer for the exclusive benefit of poor children and nursery school and kindergarten programs are similarly accessible to children of different socio-economic backgrounds. The supposed polarity between caregiving and education is nicely dismissed in the motto adopted by the Ontario Coalition for Better Child Care: "Good caring educates and good educating cares."

Early childhood educators do many different kinds of tasks in many different kinds of settings. An overview of these tasks and settings are outlined in the tables in Table 1. This material was developed by Clarke-Stewart and Fein's (1982) in their chapter on early childhood education in that year's Handbook on Child Psychology. These lists of program types and sponsoring agencies reflect the diversity of early childhood education in terms of the various sponsoring agencies, educational philosophies, and professional orientations adopted by different early childhood settings. While some specific items on these tables may not be directly applicable to the situation in British Columbia, the tables do provide an indication of the breadth and diversity within which early childhood educators function.

Despite the historical and sociological changes which have impacted on the world of early childhood, there are strong societal overtones which inhibit the further growth and development of ECE. That early childhood education involves work with young children has led some to conclude that the work is neither difficult nor of great value. Because society tended to equate early childhood education with parenting, a job for which there is no formal training nor financial remuneration, work with children has traditionally been undervalued both in terms of training and salary.

Thus, a brief look at early childhood today reveals an active and vibrant field with children being educated and cared for in a wide range of settings. Below we examine questions pertaining to what the field and the research says about who are successful early childhood educators.

1.2) Job descriptions and role conceptualizations

What are the tasks which successful early childhood educators must accomplish, and what are the skills and knowledge base which they need in order to be successful?

The literature reveals a high degree of agreement among professionals and researchers that there is a wide range of situations which early childhood educators must deal with and a wide range of skills which are needed. There is also widespread agreement that enhanced performance is directly linked to the level of training.

Within the past year there have been at least two major Canadian contributions to the discussion on role conceptualization and training. Both Pence and Griffin (1991b) and the Discussion Paper of the Canadian Child Day Care Federation (CCDCF) outlined hierarchical models which describe the increasing complexity found in various tasks, the skills needed to cope with the tasks and the education levels needed in order to successfully deal with the tasks. A possible alignment of the CCDCF and Pence and Griffin models is found in Table 2.

While not identical, these two 5-step models are similar in their overall scope. Both models begin by identifying fairly unskilled approaches taken by individuals with very little training. The performance of tasks which involve little formal planning, creativity, or theoretical knowledge of children is common to the first two steps in both models. The competent planner of an ECE environment with appropriate communication skills and with the ability to work well without direct supervision is found at the CCDCF's Step 3 or what Pence and Griffin identify as the "Informed" practitioner. CCDCF suggests that individuals can achieve Step 3 expertise with a two year community college program in ECE while Step 4 would require a bachelors degree. Pence and Griffin, drawing on Vander Ven (1988), suggest that their Step 3 Informed practitioner needs a bachelor's degree.

A common feature to both the Pence and Griffin and the CCDCF models is the sense of there being varying levels of demands on early childhood educators and that these demands can be met depending primarily on the amount of training and professional preparation and support one has. In contrast, the model suggested by Spodek and Saracho (1988) is not hierarchical in the same way. Their profile of a competent early childhood educator includes six specific roles. These are the roles which, they argue, **ALL** skilled early childhood educator should be expected to master. (The full definitional list is found in Table 3.) The 6 areas are listed below in the left hand column. In the right hand column are this writer's attempt to align the Spodek and Saracho, Pence and Griffin and CCDCF models. These presumed (and subjective) equivalencies derive from a close reading of the operational definitions provided by these various authors.

Spodek & Saracho:	Hypothesized corresponding CCDCF, Pence & Griffin, levels
Decision maker	3, Informed
Organizer of instruction	4, Complex
Curriculum designer	3, Informed
Diagnostician	4, Complex
Manager of learning	3, Informed
Counselor/advisor	4-5, Complex/Influential

In contrast to the continuum of ECE skills and abilities presented by CCDCF and Pence and Griffin, Spodek and Saracho present all of these roles (which are all at Step 3, "Informed", or above) as both necessary and sufficient conditions for becoming a successful early childhood educator.

Despite using different terminologies, the three models offer a consensus that competent, skilled early childhood practice is dependent upon requisite educational preparation. Without this training, all models agree, practitioners run the risk of operating at "Novice" or "Initial"levels, and are unable to perform the tasks (identified by Spodek & Saracho) of Decision maker, Curriculum designer or Manager of learning.

The continuum, the 5 steps, and the levels of skill acquisition all serve to focus attention on a basic question of early childhood education training: should the training prepare individuals to have the minimal amount knowledge and skills to perform the least challenging tasks at a basic level of competence, or to perform among the most challenging tasks with a level of expertise and excellence?

2) AN OVERVIEW OF ECE TRAINING, AND THE EFFECTS OF TRAINING, IN CANADA AND THE U.S.

There is much discussion in the literature on what should be considered "core" or "basic" to the training received by early childhood educators. A review of both the ECE training literature and the research on teacher preparation in the public school system reveal no one universally accepted model which defines the content and structure of what "all" teachers should have.

There does, however, appear to be a very widely held consensus of what is the *minimal* training required to be a competent early childhood educator though opinions do vary as to what is the *optimal* training needed to become an excellent early childhood educator. Three reflections of this consensus can be found in Spodek & Saracho's (1988) theoretical orientation, in the Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions published by the National Association for the Education of Young Children (NAEYC), and in the California Guidelines for Comprehensive Child Development Instruction and Services Programs. These three sources are taken necessarily not as authoritative statements from the field, but as examples of the views of a widely held consensus.

2.1) Spodek & Saracho

Common to all early childhood training programs are an "instructional" or methodological component where students learn program planning, how to understand and manage children's behavior, how to plan appropriate learning activities with appropriate learning materials and how to communicate with children, colleagues, parents and other professionals.

While length and intensity of practica experiences vary, supervised teaching practica are also indispensable components of teacher education. In structured and supportive environments students can try out teaching techniques or approaches which they may have learned in their classes on program planning and communication skills. Early childhood and other teacher training institutions vary tremendously in terms of a number of curricular issues: block practica vs. practica interwoven with course work; staying in one practicum site vs. working in different sites; the optimal level of communication between student, supervising instructor, and early childhood educators working in the practicum site. No clear and consistent body of research has been found to speak to any of these features of the practicum experience.

Spodek and Saracho argue that an important third component to ECE training is "general education" is an important asset since this represents the "knowledge expected of any well-educated person." Further, since early childhood educators are responsible for imparting general knowledge to children, general education "represents the core of the subject matter that teachers of young children must master."

A fourth component to ECE training is course-work in "foundations" areas which provide the early childhood educator with a deeper understanding of the psychology of human development and the sociological, historical and political contexts of their work in the field of early childhood education. Foundations courses are felt to provide students with a theoretical and contextual understanding of their work with young children.

This raises a critical point in the discussion of the preparation of early childhood educators: whether the body of knowledge and skills necessary for this job are restricted to the professional coursework which focus primarily on the "what" and "how" aspects of the job. Or whether the preparation of early childhood educators also includes developing a knowledge base in areas which provides the graduate with a depth and breadth of knowledge about children, families, and the interaction with other professionals. The strong suggestion made by Spodek and Saracho is that in addition to knowing "what will I do on Monday morning", graduates of ECE programs should be able to articulate why they are doing what they are doing and how they expect their working with young children to impact on those children and their families at this time and into the forseeable future.

2.2) Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions (NAEYC)

The National Association for the Education of Young Children (NAEYC) is a major organization of early childhood educators, program administrators, college and university instructors and researchers. A major ongoing activity of NAEYC is the study, articulation and endorsement of those components which have been found to support child development through optimal early childhood education principles and practices. Towards this end, NAEYC has published criteria for quality ECE programs and criteria for quality ECE training programs. It should be noted that NAEYC assumes that these program objectives and standards will be implemented in two year community college programs.

An excerpt from NAEYC's guidelines for associate degree (ie community college) programs is reproduced in Table 4. The training is seen to consist of two parts: "general" and "professional" studies. The professional studies are designed to provide students with knowledge and theory to guide their professional practice and the "practical experience to develop competence in working with young children and their families in a variety of settings." Within the professional studies, NAEYC recommends a core curriculum "designed to develop competency needed for entry (this writer's emphasis) into the profession. The core curriculum should include:

- child growth and development for children aged 0-8
- introduction to the profession
- child guidance and group management
- observation of children
- curriculum development and implementation
- family and community relationships

- child health, safety, and nutrition

The general education component is designed to enable ECE professionals to communicate effectively in writing and orally with parents, colleagues, parents and other professionals. "General" studies is also seen to provide students with an "introduction to liberal arts, humanities, and social sciences".

Though the terminology and categories used by Spodek & Saracho and NAEYC differ somewhat, there is substantial agreement between these two positions. Both recommend a combination of "focused" coursework in ECE curriculum areas as well as more general or foundational work which is essential to the graduate in order to be able to practice their profession with the needed background, depth, and contextual understandings which are demanded of successful early childhood educators.

NAEYC includes a number of other recommendations which contribute to quality ECE training programs. To briefly summarize these components:

> ***Instructional Methods:***
> Instructors model different approaches to working with young children. Instructors should use a variety of approaches and techniques which should also be linked to students' field experiences.
>
> ***Resources:***
> Students should work with supportive site staff in quality ECE settings. Students should be made aware of community resources. Wherever possible, on-campus child care centres should be integrated into the ECE training program.
>
> ***Faculty Qualifications:***
> Teaching faculty in ECE programs should "possess a high level of experience, expertise, and academic qualifications." NAEYC defines these criteria as referring to individuals who are current in the field and credible in light of their previous professional experience with children. Further, NAEYC advocates that all faculty members have, or be in the process of obtaining "advanced education and graduate work directly related to Early Childhood Education/Child Development."

Professional Relationships:
Under this heading NAEYC includes such matters as ethical and professional interactions with parents, families, colleagues, and other professionals.

Cultural Diversity:
In preparing students to work in a multicultural society, NAEYC stresses the importance of training programs reflecting and promoting respect for children and families regardless of race, sex, age, ethnic origin, language, religion, or handicapping condition.

2.3) California's Guidelines for Comprehensive Child Development Instruction and Services Programs.

In 1982 the Chancellor of California's community colleges empanelled a child development task force to develop a set of guidelines for community college programs in early childhood education. The specific recommendations relevant to training are found in Table 5.

The content of the proposals echo those reported above: emphasizing child growth and development, child family community relations, curriculum development, classroom management and historical and professional perspectives on ECE. It is interesting to note that the task force specifically chose the term "guidelines" rather than "regulations." As the introduction to the report states:

> *"The purpose of these guidelines is to establish a standard of excellence for new and existing child development centers and instructional programs in California's community colleges...This document reflects the current state of professional knowledge and experience regarding optimum child development instruction and services programs... Guidelines rather than regulations were as the appropriate means to encourage optimum program standards because the envision what 'ought to be' in a model program and what is ideal practice. Regulations tend to focus instead on* ***minimum program requirements****."*
> "(This writer's emphasis.)

In addition to the curriculum and program suggestions made listed in Table 5, the task force made a number of other recommendations. These California recommendations include the following:

- college ECE programs should be "fully integrated" with on-campus child care centres.
- college programs should "enhance and reflect diverse cultural and linguistic backgrounds"

- college programs should include special needs children in the on-campus child care centres and special needs adults in the courses
- provisions should be made for in-service development for college faculty
- all campus-based centres should meet or exceed licensing regulations.

2.4) An overview of ECE training programs in the provinces and territories of Canada

This information is drawn from a number of cross-provincial comparisons which have been conducted in recent years. Much of the information is of a secondary or tertiary nature and it has not been possible to verify specific provincial regulations and policies which have been drawn from these sources. The contrasting training requirements in each province and territory are reproduced from Pence & Griffin (1991a) in Table 6.

Ontario's Ministry of Community and Social Services convened focus groups to determine "essential components" of ECE training and then examined the curricula in various jurisdictions to ascertain the extent to which there was agreement and consistency across training programs. For purposes of this review all comparisons with British Columbia reported the extent to which curricula were found for "BC colleges" as a whole (see Table 7).

Six areas were identified by the focus groups as "high endorsement", or widely thought to be of importance in ECE training programs:

Child development
Programming
Legislation
Communications
Family studies
Budget, finance, and administration
Assessment and observation.

Ontario's review concluded that the "BC colleges" mounted courses in all of these areas, except for Legislation and Budget, Finance and Administration.

In the category of "moderate endorsement" the BC colleges were found to offer courses in Nutrition, Safety, Health, Multiculturalism, and Community Resources, but not in Individualized Program Planning, People Management, Program Evaluation, and Special Needs.

Overall, the Ontario review reported that the Quebec CEGEPs, the Ontario colleges, the Manitoba colleges, Newfoundland's Cabot and Fisher colleges and PEI's Holland College covered 86% of the "endorsed" content areas and the BC colleges covered 71% of the components. This review concluded that there was a "striking similarity" in ECE training programs across Canada.

While the Ontario review suggested more similarity than dissimilarity among ECE training programs, it did note differences in program length. It reported that one year ECE training programs were mounted in the BC colleges, Mount Royal College (Calgary), the Froebel Institute (Halifax), Red Deer Community College (Alberta) and the Cabot Institute in Newfoundland. Two year programs were reported in:

all community colleges in Ontario
all community colleges in Manitoba
Grant McEwan College (Edmonton)
Holland College (PEI)
Arctic College in the NWT
Cabot Institute in Newfoundland
Fisher Institute in Newfoundland

All CEGEPs in Quebec mount three year ECE training programs and the College of St. Jerome has a three year diploma program as well. Ryerson Polytechnic offers college graduates the opportunity to transfer to receive a Bachelors Degree of Early Childhood Education. Other BA granting institutions with similar arrangements include York University (with Seneca College), the Universite de Sherbrooke, Universite de Montreal, and Universite de Moncton.

While an interesting comparison which generates some broad stroke descriptions of various programs, this review is severely limited in its design and implementation. Perhaps the major limitation is that it is impossible to determine from course titles alone the extent and depth to which a topic is treated. Second, course titles may not always accurately describe all of the content which is covered and might therefore be missed in this type of content review.

The transferability and recognition of training programs across provincial and territorial borders is another indication of the ways in which the content, length, and structure of training programs are recognized towards preschool certification. In Appendix 4 the the transferability guidelines of the Association for Early Childhood Education of Ontario are reproduced. As noted in these equivalency guidelines, "The MINIMUM (their emphasis) requirement for entry into the (equivalency) Process is a 2-year program." Graduates from BC basic programs " need to have achieved Level II (ie post-basic courses) in order to have equivalency status in Ontario." To be sure, British Columbia is not singled out in this process. The guidelines list the 2-year programs in all provinces from which applicants for equivalency must have graduated.

2.5) Courses and competencies

The NAEYC Guidelines and California Guidelines presented above, and the CCDCF Guidelines discussed in Chapter 1, can be seen as a compromise between two of the major approaches used in the preparation of early childhood educators (at both the preschool and public school levels) in the 1960's and 1970's: competency-based teacher education and field-based teacher education.

Field-based programs emphasized the importance of students being directly involved in ECE settings with minimal emphasis on courses or campus-based preparation. Experience with the field was seen as the critical "instructor". To carefully delineate the precise skills, knowledge, and understandings teachers needed was seen as antithetical to the essence of field-based training. While proponents of this approach praised its openness, flexibility, and adaptability to different ECE training programs, critics attacked it as vague and imprecise with no guarantees of teacher competence or a uniform standard of practice.

Competency-based teacher education was based on an opposite view of teacher education. These programs had "an almost exclusive focus on the development of specific behavioral patterns suggested by studies of teacher effectiveness" (Ott, Zeichner & Price, 1990, p. 122). Adherents of this view were in favour of the perceived precision and articulation of goals and behaviours. Critics (e.g. Spodek and Saracho, 1990) cited opposition to a set of "narrowly defined" skills which presented a fragmented and incomplete picture of the successful early childhood educator. Others (Katz and Chard, 1986) claimed that it is not possible to isolate discrete teaching skills from whole teaching acts. Certain critical teacher characteristics (warmth, supportiveness, genuineness) may be key aspects of a teacher's effectiveness and are not quantifiable or measurable as a discretely measured "competency".

All of the provinces, with the exception of Alberta, use some kind of competency-based approach in their ECE training. The Cabot Institute of Newfoundland has generated their own list of competencies based upon observable behaviours and tasks. The College of St. Jerome in Quebec uses a competency-based approach to evaluate practicum experiences. The Froebel Institute in Nova Scotia is currently in the process of revising their competencies in four areas (Community, Child, Facility, and Adult) which break down into 12 sub-categories and 24 competency blocks. Holland College in Prince Edward Island is competency based as are the community colleges in Ontario. Ontario recently completed a major review and revision of their competencies. ECE training programs in Manitoba are also competency-based. In British Columbia a DACUM process resulted in the Competencies in Early Childhood Education which is intended to serve as the basis for course organization, content, and delivery in the ECE Basic programs.

The one exception to some form of competency-based training in Canada is in Alberta which made a conscious decision to do otherwise. As described in a report on the Early Childhood Development Program at Red Deer College, this approach is based on a set of philosophical assumptions which generate a set of "basic curriculum assumptions" from which are derived instructional goals and specific course offerings.

The philosophical stance is what has become known in the field as the "Bank Street" or "British Infant School" view of early childhood education. The Red Deer report quotes from Parker and Day's (1972, p. 471), summary of this view:

> *"It is a basic tenet of the developmental-interaction approach (to early childhood education) that the growth of cognitive functions -- acquiring and ordering information, judging, reasoning, problem-solving, using systems of symbols -- cannot be separated from the growth of personal and interpersonal processes - the development of self-esteem and a sense of identity, internalization of impulse control, capacity for autonomous response, relatedness to other people."*

This broad philosophy is translated into a set of **"basic curriculum assumptions"** regarding early childhood educators. These assumptions hold that these individuals must:

1. Have a knowledge of the sequence of human development from birth...with a focus on 0-8.

2. Have some understanding of the total range of curriculum, that curriculum is integrated through play and that curriculum is seen as a means to stimulate and facilitate learning through play.

3. Have knowledge of teaching means, methods, and materials with an emphasis on child-directed activities and learning through structured play. This includes planning, implementing, and evaluating a balanced, flexible, and exploratory program for the young child.

4. Be able to handle oneself as a member of an interdisciplinary team.

5. Have the skills for gathering new knowledge.
(Early Childhood Development Review at Red Deer College, 1987, p.11)

These curriculum assumptions are then taken to another level of specificity through the creation of **instructional goals** in which the program in early childhood education will:

a) provide opportunities for students to come to a further understanding of people, self, and others.

b) use a unifying theory of child development and learning through play as a core to course planning.

c) include approximately:
  1/3 child development,psychology, and foundations
  1/3 curriculum
  1/3 practicum

d) provide a learning environment that facilitates growth for the learner.

e) relate to each student as an individual, acknowledging individual difference in response to the environment.

f) provide a model that is congruent with the program's philosophical belief about people.

g) provide opportunities to develop attitudes/knowledge/ skills necessary for working effectively (within the ECD philosophy) with children and adults.

h) provide opportunities for making choices and accepting responsibility.

i) provide practical experiences in a variety of learning situations.

j) provide opportunities for students to experience acknowledgement, recognition, sense of belonging and security.

k) facilitate the integration of learning for each student.

l) provide opportunities for students to build from their present understandings.

m) assess the level of competency/ability of the students at a given point in time.

Based on the curriculum assumptions and instructional goals cited above, the Early Childhood Development Program at Red Deer College program is designed and organized into the following courses:

Year 1		Year 2	
Course Name	**Course Type**	**Course Name**	**Course Type**
Interpersonal Skills	Psychology	Family Studies	Psychology
Child Development	Psychology	Human	Psychology
Music/Drama	Curriculum	Interpersonal	Psychology
Play	Foundations	Program Management	Foundations
Storytelling/ Language Arts	Curriculum	Exceptional Child	Psychology
Art/AV	Curriculum	Math/Science	Curriculum
Practicum	Practicum	Program Integration	Foundations
Preschool Programs	Foundations	Practicum	Practicum
Exceptional Children	Psychology	Physical Development	Curriculum

Of all of these approaches - field-based, competency-based, developmentally-based - which works "best?" In an extensive review of the teacher education and effectiveness literature, Ott, Zeichner & Price (1990) conclude that "The consensus is that very little empirical research specifically on teacher preparation (and of a kind that could inform policy decisions and program development efforts) has been accumulated to date" (p.119).

The approaches adopted by the CCDCF, NAEYC the California community colleges and Red Deer College recognize the need for articulating clearly established areas within which early childhood educators need to demonstrate skills, knowledge, and understanding. By articulating such areas, they provide more structure and guidance than was available to proponents of field-based ECE training. They also provide a structure within which designers of early childhood education training programs can tailor individual programs to the unique needs of adult learners in their communities.

In a recent review of competencies used in 23 Ontario community colleges (Gordon Beckett, personal communication), the result was to generate what might be characterized as "competencies of the mid-range" of specificity. The attempt was made to create a set of competencies to which all colleges could subscribe and design appropriate educational programs around. By opting for a broader or more "global" level of competency, a major intent of the project was to improve the process of transferability between institutions.

2.6) Canadian and U.S. research on the effects of training

Research on the "effectiveness of teacher training" has generally demonstrated that both levels of general education and years of child-related education are related to higher quality in early childhood settings. There have been, however, many different ways of defining "quality" as an outcome of training. Quality has been measured in a variety of ways including, but not limited to:

* classroom environment
* teacher-child interaction
* teacher "warmth"
* teacher "responsiveness"
* the absence of controlling or restrictive teacher behaviours
* the presence of positive child-child interactions
* the absence of negative child-child interactions
* the frequency of developmentally appropriate activities

In this review, no one definition of "quality" or "effectiveness" was adopted. Rather, the purpose of the annotated list below is to identify the many different ways in which effectiveness, training, and quality are inter-related. A significant contribution to this literature is Doherty's (1991) review of the effects of training on quality in Canadian, U.S., Australian and European research studies.

* Howes (1983) reported that in a study of children in both centre and family day care, more child-related training was associated with social stimulation and responsivity in centre and family settings and with less negative affect and restriction in centres.

* The National Day Care Study (Ruopp, Travers, Glantz & Coelen, 1979) reported that in a study of 74 caregivers in 38 child care centres, staff with more years of formal education engaged in more social interaction and cognitive/language stimulation and had lower ratings of child apathy and potential danger in the centre. Also, caregivers who had more years of child-related education spent more time in social interaction with the children.

* Stallings and Porter (1980) studied 303 family day care homes and found that caregivers with more years of child-related education delivered better care.

* Clarke-Stewart & Gruber (1984) reported that children's cognitive and social competence were tied to the family day care provider's knowledge of child development. Children's cognitive competence in day care centres was related to the center staff's training and knowledge of child development.

* Berk (1985) reported that staff in child care centres with at least 2 years of university training were higher in encouragement, teacher direction, and development of verbal skills, and were lower in restriction than staff with less education. Career-committed caregivers showed fewer restrictive behaviors and more verbal-skill encouragement.

* Phillips (1987) reported that levels of caregiver training and professional preparation resulted in higher quality child care and enhanced test scores among children.

* Goelman & Pence (1987) reported that training of family day care providers resulted in better quality environments and higher scores on tests of expressive and receptive language.

* Pence & Goelman (1991) reported that better quality day care was provided by caregivers who had undergone specific child-related training. Quality was measured both in terms of ECE activities as well as caregiver-child interactions.

* Whitebrook, Howes, and Phillips (1989) reported that "In general, the amount of formal education obtained by a teacher was the strongest predictor of appropriate teacher behavior. The level of formal education predicted more "Sensitive" behavior and less "Harsh" and "Detached" caregiving.

The research clearly shows that both overall levels of education as well as the amount of specific child-related training contribute to quality early childhood education environments for young children.

3) ECE TRAINING IN BRITISH COLUMBIA

This chapter provides an overview of the current nature of ECE training in British Columbia. The chapter first discuss the training for individuals working in group care programs (day care centres and nursery schools) and in family day care and then review some of the recommendations of the Health and Social Service Review Project. Current initiatives undertaken by the ECE Articulation Committee are then summarized.

3.1) ECE Basic Courses

In British Columbia students can study early childhood education in community colleges, continuing education programs of colleges or school boards, or through universities. Provincial legislation stipulates a "basic training program" plus 500 hours of satisfactory work experience before the student qualifies for an ECE certificate. Almost all full-time college programs are currently offered in a 9 or 10 month time frame. Students completing the basic program may take advanced courses in an additional year of training focusing in infant-toddler care, special needs, or administration. These programs are usually referred to as post-basic or second-year. A list of current programs is found in Table 8.

The Competencies for Early Childhood Education were developed to serve as a common framework for all ECE training programs in the province. While all graduates were presumed to have developed the specific competencies in the guide, it was assumed that ECE training programs would develop their own courses, administrative structures, teaching and learning styles which were seen as appropriate and responsive to the students in those particular programs. The approach could be described as endorsing "different roads toward the same goal." An example of how the competencies map onto specific course offerings is demonstrated from the Camosun College self-study is found in Table 9.

Different institutions have followed different routes in terms of program length, the administrative division within which the ECE program is housed, entrance requirements and procedures, and the structure of practicum placements. Some ECE programs are in Career and Vocational departments, some are in Human Services, some are in Health Sciences and Human Services Vocational departments. Numbers, titles and hours of courses also vary. According to most self-studies and anecdotal reports, transferability of credits between college programs is extremely rare.

The many self-studies reviewed in this project documented the efforts made by teaching staffs to accommodate tight budgets, a pressured time schedule, and student expectations. Little documentation was available on the school board and continuing education programs. Among the universities, the School of Child and Youth Care at the University of Victoria is the only one which grants even a limited amount of transfer credit to graduates of college programs. In The Faculties of Education UBC, and (to the best of this writer's knowledge) UVic, credit is only given for university transfer courses (i.e., art, english, psychology) While some UBC students take extra courses and do extra practicum work to receive their ECE certificate, the vast majority receive their credentials only to teach in the public school system.

The question of transferability comes up in a number of different ways: transferability between one full-time program and another; transferability between continuing education and full-time programs; transferability between college and university programs; transferability between family day care courses and ECE Basic courses.

Camosun College (see Table 10) refers to its post-basic program as "Year 2" and presents it as part of an integral program which begins with a "basic" level of content and proceeds to a more "advanced" level. The College does note that students can exit at the end of the first year and be eligible for a certificate. Only by completing the second year, however, can students receive their diploma in ECE from the College. While this is not a formally mounted "2 year basic ECE program", the program designers have clearly built on the assumption that competence in the field is dependent upon a continuous, two-year education process.

The program at Fraser Valley University College (Table 11) attempts to respond to the pressured environment which the instructors felt their students labored under in the 1-year, 10 month ECE program. The 1-year program is now in fact spread out over a fall-spring-fall sequence of terms. The 1-year program maximizes the 12 months available and builds in time for a summer break. The college instructors report higher morale, no attrition of students, and a learning style among the students which is characterized as more reflective and less frenetic.

Another interesting feature of the Fraser Valley program is the inclusion of a 10 month family day care training program. Graduates of this program can receive 6 credits towards completion of their ECE basic program certificate.

3.2) Family Day Care Training

While early childhood educators working in group care settings are required by provincial legislation to undergo training, there is no legislation governing the training requirements of family day care providers. In spite of this, over the past 10 years there has been an increase in the number and type of family day care training programs offered in the province. Local licensing officials have been strongly encouraging potential family day care providers to take one of these introductory courses.

The first course was developed through Continuing Education at Vancouver Community College. The package now includes a 20 hour "Introduction to Family Day Care". This course is considered a prerequisite to enter the 150 hour Certificate Program which consists of five core courses (20 hours each), guided observations (15 hours), and electives (15 hours). Those who complete the entire program receive a Vancouver Community College certificate.

Introductory courses are now offered at Vancouver Community College, Kwantlen College, Capilano College, Douglas College, Northwest Community College, Northern Lights College, and Fraser Valley University College. The Northwest Community college program is unique in that it is administered on a Native reserve for Native caregivers. The Fraser Valley Program is unique in that it alone allows for transferability of some credit to the ECE Basic program.

A major impetus for the development and mounting of these courses is the Western Canada Family Daycare Association of BC. This voluntary organization has piloted many of these courses and is currently in the development phase of preparing a series of instructional video tapes to service students in a distance education mode.

Another recent development designed to enhance the quality of family day care is the Family Daycare Support Program. Funded by the B.C. Ministry of Social Services and Housing, this program provides funds to local non-profit societies which provide the program base for the support program. The program is active in virtually all parts of the province. The support program provides its participants with information, resources, and referrals on a wide range of topics of interest to family day care providers. While not a training program in a specific sense, the program does aim to help caregivers receive support and guidance in their caregiving roles. This program has provided an important point of contact with both licensed and unlicensed providers, has provided a vehicle for the dissemination of child care information, and has encouraged some providers to pursue their studies in one of the training programs.

3.3) The Health and Social Service Review Project

Early Childhood Education is one of a number of programs under the aegis of the office of Health and Social Service Programs of the Ministry of Advanced Education, Training, and Technology. In 1989 the Health/Social Service Review Project was conducted in order to describe the current state of training in these fields and to make recommendations regarding future actions. Reference is made here to the Health/Social Service Review Project as that project serves as background and context of the ECE Review Project.

The Health/Social Service Review Project noted the "critical importance" of caregiving staff in a variety of fields for similar reasons: the inavailability of extended family; the integration of increasing numbers of special needs individuals into community-based programs; shortages of trained professionals; social stressors such as substance abuse and family breakdown; increasing sensitivity to those from Native or other cultures. The review noted the increasing numbers of individuals changing careers, needing part-time study opportunities, and needing study opportunities in rural areas.

As noted in subsequent chapters, each of these areas has special relevance to the training of early childhood educators. Child care programs are no longer seen as "welfare" programs, but rather, as integral features in the healthy cognitive, social, and emotional development of young children. The development of mainstreamed ECE programs with special needs children participating in the "least restrictive environments" has led to the recognition that early childhood educators need training in childhood exceptionality. The high turnovers and ongoing difficulties in recruiting and retaining staff in early childhood centres points to the need to continue producing adequate numbers of program graduates. The diversity of family structures and increased numbers of children living in stressful family situations has created a demand for early childhood educators with an understanding of child and family dynamics, the communication skills to deal with families and other professionals and a knowledge of all community-based resources which can be mobilized to work on behalf of the child and the family. In recent years increasing numbers of early childhood educators have begun to acknowledge the needs and unique characteristics of children, family and staff who come from Native and other cultural backgrounds.

The full list of training recommendations is found in Appendix 5. The recommendations include adopting flexible scheduling options, maintaining full-time and increasing part-time course offerings. The review project strongly endorsed the expansion of access to diploma level training, the opportunity to exit at both the certificate and the diploma levels, the opportunity to transfer between disciplines and the opportunity for "laddering" to degree programs.

A key issue across all of the areas was the issue of comparability of programs across sites and the resultant difficulty in transferring credits from one institution to another.

3.4) The ECE Articulation Committee

The ECE Articulation Committee is composed of instructors and coordinators in the full-time and continuing education ECE programs in the province. This Committee has begun to meet on both a provincial and regional basis to identify key elements in the development and implementation of a two-year ECE basic programs. These activities have included meetings in various parts of the province to discuss two-year programs, meetings by the Articulation

Committee as a whole to identify key issues around the content and structure of a two-year program, and to develop plans for meetings with administrators, deans and directors to discuss the implementation of a plan.

In order to capture the richness and complexity of the discussions, we include in Appendix 6 the summary reports on two year programs produced by the regional planning committees of ECE Articulation Committee as well as a summary position adopted by the Articulation Committee in its spring, 1991, meeting. The various proposals differ in style and terminology, but a close reading of these documents reveals both areas of consensus and some areas of difference among the constituent groups.

Some of the key points raised in these documents:

1) There is not enough time to cover the content in the current basic curriculum
The consensus is that to adequately prepare a person for the multiple and complex responsibilities that an early childhood educator must assume simply takes more time than is available. The skills of planning for children, communicating with parents, co-workers and other professionals take time to learn, both in the classroom and in practicum settings.

2) The time frame is too pressured for the students
It is widely felt that students need time to absorb, think and reflect on the material covered in class and the their practicum experiences. The time frame is seen to make learning difficult and stressful.

3) More content must be included, especially in the area of infant-toddlers and special needs
This position holds that the "basic" program can no longer be seen to satisfy the job demands which an entry-level early childhood educator must assume. Such as areas as "special needs" and "infant-toddler" care were once considered to be "exceptional" situations which entry-level workers did not need to contend with. The consensus now holds that early identification of special needs children, the integration of special needs preschoolers into mainstream ECE settings, and the increasing demand for infant-toddler care has resulted in entry-level workers encountering these children with greater frequency.

4) More practicum time is needed
Practicum is seen as a crucial component in the preparation of early childhood educators. A longer program would provide more and longer opportunities for practicum which could increase the amount the student could learn from the site supervisor and the institition's practicum supervisor.

5) Courses taken outside of ECE

There appear to be differences over the extent to which students in Early Childhood Education courses should or need to take part of their coursework from other academic units in the college. Some students currently take "human growth and development" in a psychology course, while others take it in the context of an ECE course. Similarly, some programs encourage students to take communication skills in English courses while others do not. While some ECE graduates of basic programs may have university-transfer courses on their transcripts, others may not. This problem also exists in regard to the proposed 2-year programs where in some cases students will be allowed/encouraged to take courses outside of ECE, while in other programs the need to cover the increased ECE load of material will result in students continuing to focus their coursework in ECE.

6) 1 year and 2 year exit.

There is no consensus as to whether or not there is a consensus on this issue. The question is two-fold: (a) whether students should be permitted to exit the program at the end of the first year of study or only at the end of the second year of study and (b) if students do exit at the end of the first year, are they credentialled as fully competent early childhood educators or as an entry-level assistant? The argument for a two-year exit is that it is presumed to take two years of full-time study to become a competent entry-level early childhood educator. To allow a one-year exit would be seen to subvert the intent and design of the two year program. The arguments in favor of a one-year exit are that some (many?) students will not wish to stay for a second year given both the costs of the program and the salaries which they will receive when they enter the job market. Some concerns have been voiced from continuing education part-time programs in which a two year full-time curriculum could translate into a four-year part-time curriculum. The utility, efficacy, and viability of this would be questionable. The Task Force on Child Care had this concern in recommending a "continuum of training and educational programs...with multiple entry and exit points." The possibility that program revision could in some way restrict access, entry and exit to various programs must also be considered.

4) THE SURVEYS

As part of the effort to elicit the views of different participants within the ECE community on training issues, this project developed a series of survey questionnaires. With the guidance of the Advisory Committee, it was decided to send surveys to the following "stakeholders" in the ECE community:

1) Early childhood educators (ie graduates of ECE programs)
2) Employers of graduates of ECE programs
3) Coordinators and instructors in ECE programs
4) Students currently in or recently graduated from ECE training programs
5) Family day care providers

The surveys were developed in the spring of 1991 in a series of full-day meetings of the Advisory Committee. The survey of family day care providers was incorporated into the survey of family day care providers conducted through Women's Programs. Those data were not available as of this writing. The layout, format, distribution, collection, data entry and analysis of the other surveys were completed by the Centre for Applied Studies in Education (CASE) at UBC. In this chapter, highlights of the respective survey results are presented.

It must be pointed out that the major purpose of the survey was to provide a vehicle for various members of the ECE community to provide input to the review project. While every attempt was made within the available resources to reach as broad a representation as possible, it was not possible to conduct follow-up mailing in an attempt to enhance response rates. While some of the surveys enjoyed quite robust response rates, others were more modest. Certainly the time frame of the survey (June-September) contributed to reduced responses in some cases.

It must also be pointed out that the data generated by the surveys are broad indicators of the views of the field, and not as statistically significant tests of the relative merits, strengths or limitations of the training of early childhood educators in this province. Again, by no means can these survey results be seen as as an "evaluation" of the training, but rather, a reflection on the nature of that training as seen by different members of the ECE community.

In the final chapters of this report the survey results, literature review and other submissions to this project will be integrated into a set of discussion points on the content and structure of ECE training in BC.

4.1) Survey of early childhood educators

The educator surveys were sent to each of the day care centres in the province with the instruction that the survey be completed by a full-time staff member with a license from the Provincial Child Care Facilities Licensing Board and who had completed their ECE Basic program in British Columbia. A total of 111 respondents submitted completed survey forms. Of this total, 27% were assistants, 59.5% were the supervisor of the centre and 10.8% reported their status as "other."

The lower mainland accounted for 42.3% of all respondents while 21.6% were from Vancouver Island, 30.6% were from the North/Interior of the province and 5.5% did not answer the question. Approximately similar percentages were found for where people had graduated: 43.2% graduated in the lower mainland, 18.0% on the Island, 26.1% in the North/Interior, 7.2% from outside of BC and 5.5% did not respond.

The largest percentage of respondents (54.1%) received their ECE Basic through a community college, 12.6% through continuing education, 6.3% from a university and 1.8% from a private institution. Substantially fewer had received any post-basic training. Of the entire group, 20.7% received post-basic training in infant-toddler care in a community college, .9% received training in a continuing education program, 2.7% in a university and .9% from a private institution. While few if any respondents had received special needs or administration post-basic courses at universities, continuing education or private institutions, 13.5% of this group had received special needs training in a community college and 12.6% received administration post-basic training in a college.

Over two-thirds of the respondents (66.7%) were members of the Early Childhood Educators of British Columbia (ECEBC), with 15.3% reporting membership in the Canadian Child Day Care Federation, 9.9% in the Canadian Day Care Advocacy Association, 10.8% in the BC Daycare Action Coalition and 8.1% in the Canadian Association for Young Children.

The educators were given a list of 26 teaching skills grouped into three categories: attitudes, (towards children, parents, professionals); communication skills (orally and in writing with parents, professionals, co-workers); and program planning/working with children. To summarize the data from these many different items, composite aggregate scores of each of these categories are presented in Table 12. In this table respondents were asked to indicate (a) the five areas they considered their teaching ***strengths;*** (b) the five areas in which they would have ***wanted more time***; (c) any skill area which was ***not included but should have been*** and (d) any area which they felt was covered in their basic program but ***not in sufficient depth.***

Overall, the educators reported fairly positive self-impressions of the attitudes which they had when they graduated their programs, as 38.5% of the respondents listed these attitudes as strengths and only 12% reported that they would have wanted more time in this area. Within the attitude questions, however, there was an interesting range as 73% reported that "demonstrating a positive and valuing approach to children" was a strength while only 29.7% reported that "a willingness to work in partnership with families" was a strength.

The various questions on communication skills revealed that overall, 29.7% of respondents felt that these skills (ie communicating effectively with parents, co-workers, professionals in other disciplines, resolving conflicts with co-workers and parents) were among their strengths. Eighteen percent reported that they would have wanted to spend more time in their courses on these areas. Further, 13.2% felt that communication skills should have been covered in their Basic Program but were not, and 16% felt that this area was not covered in sufficient depth.

Analysis of the items separately again revealed some interesting variations. For example, while 38.7% listed "communicating effectively with parents" as a strength, only 17.1% listed "resolving conflicts with parents" as a strength. Similarly, while 36.9% reported "communicating effectively with co-workers" as a strength, 12.6% listed "resolving conflicts with co-workers" as a strength.

The early childhood educators felt that most of the classroom, curriculum and program planning areas were among their strengths (31.8%) and relatively few reported wanting more time in these areas (8.5%) or that their preparation was insufficient (4.5%). Specific items under this heading included fine and gross motor activities, art, music, science/math, social studies, and language development.

There were, however, a number of specific areas of curriculum planning which the respondents did report as areas of concern. For example, only 9% of the educators listed "prepare activities for children with special needs" as a strength, 20.7% would have wanted more time in their basic program on this topic and 21.6% felt it was not covered in sufficient depth. Eighteen percent of the respondents cited "establishing an atmosphere sensitive to cultural diversity" as a strength. However, 16.2% felt they spent an insufficient amount of time on this area in their coursework.

The results of a question which directly examined the educators' perceptions of the amount of time they spent in different curriculum areas during their training are presented in Table 13. If a consensus could be drawn from these results, it would suggest that the educators largely felt that a ***sufficient amount of time*** was spent in the areas of knowing the child, basic program planning, guiding and caring, attitude and conduct, observation and recording, and health and nutrition. Conversely, areas in which the respondents felt that there had been an **insufficient amount of time** were interpersonal relationships, interacting with families, and centre operations.

There appears to have been a sense from these respondents that the practicum experiences they had were both positive, yet, could have still been further enhanced. For example, 73% of the respondents indicated that they felt that their practica experiences were insufficient in length; 64% felt that there had been insufficient supervision time given by training program staff and 70.3% felt the supervision received from site staff was insufficient. Interestingly, however, in a separate question on practicum, 4.5% rated their practica as "poor", 13.5% as "average", 45.0% as "good" and 23.4% as "excellent." The practicum experiences, one could reasonably conclude, were helpful and instructive components of the educators' training programs which could have been even further enhanced with additional supervision.

4.2) Survey of employers

Employer surveys were sent to all licensed group care facilities in British Columbia. Because the distribution of the surveys was conducted in June, 1991, it was decided to send the surveys only to day care centres and not to part-time nursery school programs which are generally not in session in the summer months.

A total of 120 employer surveys were completed and returned. The cover letter requested that the "person in charge" of recruiting, interviewing, hiring and evaluating staff complete the survey. In 27.5% of the cases this person was the owner of a private centre; 8.3% were parent members of a non-profit society, 2.5 were supervisors in a private centre and 60.1% were supervisors in a non-profit centre.

Despite our directing the questionnaire to centres, 13.3% of the respondents reported that they were the "person in charge" in a non-profit nursery school and 9.2% were in privately-owned nursery schools. Of those reporting a day care centre affiliation, 62.5% were non-profit, and 30.0% were privately owned and 10% were "other."

Respondents were asked to indicate whether they accepted any children in the categories listed below. The figure in parentheses is the percentage of those indicating that their programs did include these children:

infants (14.2%)
toddlers (40.0%)
3-5 year olds (87.5%)
children with special needs (49.2%)
school age child care (45.0%)

Most respondents reported that it was difficult to find and retain qualified staff and that they have lost qualified staff in the past to other professions and to those continuing their education. The most common reasons given for staff leaving after "personal reasons (60.8%) were "wages" (49.2%), "benefits"

(23.3%) and "working conditions" (10.8%). The most commonly cited difficulties in recruiting staff were "wages" (56.7%) and the "availability of certified staff" (55.0%).

Employers were asked to identify the strengths and limitations of "typical" graduates of ECE training programs. An aggregate score for 5 discrete "attitudinal" items is presented in Table 14 and reveals that 44.6% of the employers felt that such areas as "demonstrating a willingness to work with other staff members" was an area of strength. Fewer(24.5%) saw this as an area of limitation. In the area of communication skills there appeared to be a near even split: 37.3% felt that communication skills were among the graduates' strengths while 30.6% saw this as an area of limitation.

In terms of program planning and curriculum implementation, employers appeared to see strengths in some areas and limitations in others. In Table 14, 9 different curriculum areas (ie art, music, science) are aggregated under "program planning". As noted in this table, 43.7% of respondents saw these curricular areas as strengths of recent graduates while 17.5% saw them as limitations. In a number of specifically identified curricular and program planning areas - notably, working with special needs children, enhancing multicultural diversity of the classroom, and dealing with difficult and problematic behaviours - more employers saw these areas as limitations of recent graduates, rather than strengths.

4.3) Survey of ECE Coordinators and Instructors

Coordinator and instructor surveys were sent to each of the 35 training programs in the province. This included full-time community college programs, continuing education programs, private programs and school-board based programs. Each program was asked to submit the Coordinator Survey and two Instructor surveys.

There were 20 returned surveys: 7 by program coordinators, 8 by program instructors and 5 by individuals who described themselves as "both." They had worked in the field from 1-25 years with an average of 8.8 years. Thus, 12 out of the 35 program coordinators appear to have responded to the survey. Preliminary discussions with Advisory Committee members have resulted in a suggestion to attempt to re-survey the entire population of 35 coordinators.

Of the 20 respondents, 1 worked in a full-time university based program, 11 in full-time community college programs, 1 in part-time community college program, 3 in part-time continuing education programs, and 1 in a private training institution.

When asked the number of students currently enrolled in their programs, the following averages were revealed:

Program	Full-time	Part-time
ECE basic	23.8	29.8
Infant/toddler	1.0	17.2
Special Needs	5.5	20.8
Administration	-	20.7
School aged child care	-	15.2
Family Day Care	-	24.0

The ECE basic programs averaged 50.4 weeks in length. Six of the programs were in the lower mainland, 6 on the Island and 7 in the North/Interior of the province.

Respondents were asked to identify what they saw as the strengths and limitations of graduates of their programs, and to indicate as well the extent to which various topics were covered in their courses. A summary of these results is found in Table 15. As seen in this table on average, 10 of the 20 respondents indicated that they considered their students' attitudes towards children, parents and co-workers a strength while only 3 respondents listed this as a limitation.

There appeared to be greater concern for the graduates' communication skills which includes oral and written communication with parents, co-workers, and other professionals. Six instructors listed communication skills as a strength and seven cited them as a limitation. Nine respondents reported that they covered this area in "insufficient depth."

In terms of program planning, respondents indicated areas of strength and areas of concern. Over half of the 20 respondents felt that their graduates were able to promote "positive child behaviours", "children's independence" and "children's health and well-being". Only 3 respondents saw these areas as limitations and few felt that these areas were covered in insufficient depth. Another areas of perceived strength is in the graduates' ability to plan appropriate programs and curriculum activities for children. This item is presented as an aggregate in Table 15. This aggregate combines and averages the responses to 9 different curriculum areas: fine motor activities, gross motor activities, art, music/drama, cooperative play, science/math, social studies, language development and emergent literacy. As reported in Table 15, 8 of the respondents considered these curricular planning areas to be strengths of their graduates, only one felt that these areas were a limitation and 3 reported dealing with these topics in "insufficient depth."

The Advisory Committee identified a number of other curricular planning areas which early childhood educators are increasingly called upon to work within. These are listed in the last 7 lines of Table 15. As noted, more respondents felt that these were areas of limitation rather than strength and that overall these were areas covered in insufficient depth.

When asked about the amount of time spent on the areas identified in different curriculum areas, approximately half (10-12) of the coordinators/instructors reported that they had sufficient time to cover knowing the child, basic program planning, observation and recording, health, nutrition, and safety, and history and philosophy. Over half indicated that they had insufficient time for guiding and caring (N=17), attitude and conduct (13), centre operations (17), and interacting with families (17).

The Competency Guide was reported by 12 respondents to be used by course developers and course instructors. and was used in evaluating students. Six agreed that the Competency Guide "provides an indication of the depth to which skills must be taught", three reported that the Guide "reflects general competencies such as problem solving and independent thinking.

Respondents were also asked whether their ECE Basic program added content not included in the competencies. The most frequently cited areas were child abuse (N=12), cultural variability issues (10), special education (10). When asked which of the current competency areas should be reduced in time allocation due to the introduction of new content material to the basic program, 1 respondent indicated program planning and 1 indicated health. Overall, the respondents were unanimous in their perception that no currently taught content areas could be reduced.

The most popular reasons for endorsing a competency-based approach were the perceived "transferability to other programs" (N=13) and "the guidance they provide for course design" (16). The disadvantages of a competency-based approach were seen as providing a "de-emphasis on an integrative approach to children" (13), that "the competencies could be interpreted differently in different programs"(11), that "they are too superficial or oversimplified" and that competency-based approaches have "false implications for consistency".

In terms of the intake and selection of students, 17 respondents used academic qualifications, 15 required letters of recommendation and 15 required experience with children. Eight had group interviews, 8 had individual interviews. Six reported age requirements and 4 required previous training. Overall, respondents reported their students to be mature, personally suited to work with children, having adequate literacy levels and understood the nature of ECE jobs.

When asked about the barriers to students who wish to transfer from one ECE Basic program to another, 12 cited a lack of comparability between ECE Basic programs, 13 cited a lack of comparability between ECE Basic university programs and college program and 10 reported administrative and bureaucratic difficulties. Twelve of the respondents indicated that 81-100% of program credits taken through Continuing Education should be transferable to college programs. Thirteen reported that 81-100% of courses taken in one college program should transferable to another and 16 felt that 81-100% of courses taken in college programs should be transferable to university ECE programs.

As a group, the coordinators and instructors reported that it was very difficult to find instructors for all ECE programs: Basic, special needs, infant-toddler, administration, family day care and school age care.

5) CONTENT ISSUES FOR DISCUSSION AND PLANNING

In the preceding chapters we have considered a number of content issues from the perspectives of the professional literature, the research literature and the surveys. In this chapter we attempt to synthesize the contributions of these various sources to our understanding of the future revision of the ***content*** of ECE training programs in British Columbia. In Chapter 6 a parallel process is engaged in regarding the ***structural*** aspects of program revision. In Chapter 7 specific recommendations are made regarding future planning for program revision.

The major theme regarding content revision might be summarized in the term "diversity." Early childhood educators are expected to work with a diverse population of children. The children they work with may range in age from infancy through school entry. The children may be non-handicapped or may have special needs. The children may come from single parent families, blended families, joint-custody families, or families undergoing stress or illness. The children may come from Native or a wide range of different cultural backgrounds.

In many ways the early childhood education students may exhibit as much the diversity of the children they work with, in terms of age ranges, prior experiences, current family situations, cultural backgrounds, career aspirations and financial pressures.

Throughout these various discussion points raised below, the diversity of the children and the diversity of the ECE students is a consistent theme.

5.1) Practicum

The direct experience of working with young children under the guidance and supervision of both site staff and program instructors is an indispensable part of the process of becoming an early childhood educator. On this point there is no dissent. A similarly strong statement on the importance of practicum experiences was made in the Health/Social Service Review Project Report. The educators who responded to the survey overall rated their practicum experiences very highly. It is clear that they valued it as a key part of their learning. The data suggest that students found the practica most useful in terms of their opportunities to work directly with young children.

According to the survey data, employers, educators and college instructors all had concerns about the graduates' abilities in areas related to communication and conflict resolution. These areas (i.e. communicating and resolving conflicts with colleagues, parents, other professionals) were never seen as strengths of entry level workers in the field. These skills can presumably be enhanced both through more classroom time, but primarily through dealing with the issues which arise in early childhood education settings. Perhaps most helpful to student teachers would be observing experienced educators as role models who are involved in conflictual situations and being able to discuss with them the nature of both the conflict and its resolution. Practicum could be supplemented with additional time for supervision and feedback in the training program along with group seminars, role-playing, and peer feedback. Basically, using communication skills in student teaching practica settings could enhance students' ability to use these skills upon entering the job market.

Instructors and coordinators point have reported on the shortage of good practicum settings and the difficulty involved in keeping quality sites interested in providing practicum experiences for their students.

5.2) Infant-toddler training

The ECE Basic course focuses almost exclusively on children aged 3 to 5 years old. This is highly problematic for a number of reasons. As noted in Chapter 2, the NAEYC guidelines presume that Associate Degree programs in early childhood education covers infancy up through age 8. A more compelling reason is that large numbers of ECE Basic graduates are in fact working with children under the age of 3. Centres licensed for 3-5 year olds are permitted to take up to two children aged 2 1/2. Many parents find this an attractive offer if they have two preschool aged children and since there is also a fee differential for over three and under three year old children. We noted in the surveys that 14% of the employers responding to the survey reported that toddler-aged children were enrolled in their programs.

Given all demographic forecasts of increasing numbers of young mothers entering the labour and the shortages of infant-toddler care, it is fair to assume that there will be increasing pressure for more spaces for children in this age group. Thus, from a purely demographic and "market" reason, it is important to seriously consider preparing early childhood educators to work with children under the age of 3.

From a conceptual and educational standpoint it also makes sense. Children are not born at the age of 3. It makes little sense to begin a child development/early childhood education program with little or no information on children under 3. Important information on critical aspects of a child's early years (ie birth defects, fetal alcohol syndrome, child abuse) must be in the hands of skilled early childhood educators even if they personally only begin working with the child at the age of 3.

5.3) Multiculturalism, First Nations, and Anti-bias curricula

As in the case of infant-toddler education (see above) and special needs children (see below), the surveys indicated that entry level early childhood educators are not particularly well-equipped to design programs which show awareness of, respect for, or sensitivity to cultural pluralism.

There are at least two critical perspectives on what is broadly referred to as "multicultural" or "anti-bias" issues in the training of early childhood educators. First, with 53% of the children entering Kindergarten speaking English as a second language, and with increasing numbers of Native children participating in early childhood settings in urban and rural settings, it is vitally important that early childhood educators have the skills, knowledge, and sensitivity to work with children from diverse cultural and language backgrounds. While anti-bias curricula are generally acknowledged as important in regard to multicultural and Native people, a similarly strong acknowledgement should be made regarding the importance of non-sexist approaches to early childhood practice in regard to developmentally appropriate non-sexist classroom activities, gender equity, and role modeling.

While there is widespread agreement that this is an important topic, there is also widespread agreement that it is not covered in sufficient depth in ECE training programs. Certainly the concerns about communicating and resolving conflicts with parents, colleagues, or community members would be heightened in the case of educators whose skills in these areas are weak and who work with members of ethnic, linguistic, or visible minorities.

A second perspective is that "multicultural perspectives" in early childhood education does not only pertain to teaching children from minority cultures, but teaching about multiculturalism to all groups of children. That is, it is important to give all children an understanding and appreciation of cultural diversity and uniqueness.

5.4) Special needs

All survey results strongly suggest that graduates of ECE basic programs are inadequately prepared to work with special needs children. This finding is not a condemnation of the current program since special needs is not currently part of the basic curriculum. As noted, special needs is covered in a special post-basic course. Therefore, it is not surprising that few graduates of the basic program have skills in this area.

While special needs has not been part of the ECE basic program, the question is, should it be? The professional literature (NAEYC; California guidelines) is quite clear and unequivocal that training programs should include a special needs component. Beyond arguments from "out there", however, it is quite clear that within British Columbia the trend is much more towards integrating special needs children into mainstreamed settings. The employer survey revealed that 45% of all respondents enrolled special needs children in their centres. Further, correspondence received from the Pacific Society of Autistic Citizens and the G.F. Strong Integrated Day Care Centre strongly advocated that training with special needs children is imperative for beginning early childhood educators. Quite simply, an increasing number of special needs children are being enrolled in mainstreamed settings and special needs training has not been included in the preparation of beginning early childhood educators.

5.5) Foundations Courses

One of the consistent results of the surveys and one of the consistent themes in the current literature on teacher preparation in early childhood education appear to complement one another in a logical way. As noted in Chapters 1 and 2, there is a high degree of agreement in the field that in addition to specific content and skill based courses in early childhood education, professionals in this field need background coursework in general studies as as well. Such courses provide students with knowledge and understandings about the physical and the social world,. Specifically, sources in these areas can provide them with knowledge about families, children, professional ethics, the social, historical and economic contexts of their caring professions, and the opportunity to learn and develop their skills in oral and written interpersonal communication.

The survey results indicate that graduates of ECE Basic Programs are perceived as well equipped in the content and skill areas of planning programs and working with children. Graduates are not however, even by their own estimation, well equipped to deal with the demands of communication and interpersonal relations. A strong inference can be drawn from both the literature and the survey, that it would be beneficial for ECE students to have the opportunity to take courses in areas which can enhance their performance in these critical areas.

6) STRUCTURE ISSUES
FOR DISCUSSION AND PLANNING

6.1) Length of program

What then is the "optimal" or "ideal" program length? The literature review revealed no controlled studies comparing the performance of one-year graduates versus two-year graduates. Further, teacher education programs in university-based faculties of education vary in program length. Some teacher education programs are part of an undergraduate degree which includes arts and sciences. Other programs are post-degree and require the equivalent of third year university standing before being admitted to either a one-year or two-year teacher education program. The University of British Columbia, in fact, offers both a two year (September-April/September-April) program and one year "fast track" 12 month program (September-August).

There are, however, powerful arguments in favor of two-year basic ECE programs. As noted in Table 2, both the CCDCF Discussion Paper and Pence & Griffin's (1991b) outline how the increasing complexity, knowledge, and skills are demanded by increasing levels of education. The research has also demonstrated correlations between levels of training and "quality" of an early childhood setting (in program quality, child behavior or adult behavior). As noted throughout this report, through the literature, through the surveys, through professional recommendations: there is an increasing amount of knowledge and information which beginning level early childhood educators must know. There is indeed a perception of pressure and stress in the current programs and adding content (ie special needs, infant-toddler, multiculturalism) will certainly add to the time pressure. Finally, there is the precedent of other jurisdictions in Canada and the U.S. where ECE basic is a two year community college course. In fact, graduates of the one-year basic program are ineligible for their certification in Ontario.

The Health and Social Service Review Project can be seen to support to the idea of two years of ECE preparation. The Report endorses the continued expansion of the second year post-basic diploma programs in order to meet the needs of the field and career aspirations of early childhood educators.

Program revision in British Columbia will have to give most serious consideration to the conventional 9-10 month ECE basic program. The content which must be learned and the pressured learning style which is imposed on the students must be re-thought regarding the best match of content and learning abilities.

6.2) 1 Year/2 Year Exit

Directly related to the question of program length is the question of whether students be permitted to exit the program and enter the job market after one year of coursework or whether all students must complete both years of the two program. As noted in the various suggestions generated by the ECE Articulation regional sub-committees, there is no clear consensus on this point. A number of colleges suggested a one year exit where the graduate is considered eligible for an "assistant's" certificate. While eligible to work in early childhood settings, these people would be eligible to become supervisors and to work in positions of greater responsibility. Supervisors would have to be graduates of the entire 2-year program.

Other suggested models included a 2-year basic program with no one year exit. This is based on the assumption that the minimum required knowledge and skills can only be gained by finishing both years of the program.

In the chapter on Recommendations we present some suggestions for discussing, planning, and possibly working towards resolution on this issue.

6.3) Coring

The Human and Social Services Review suggested that consideration be given to the concept of "coring." Through this process, students in related disciplines might be able to share in certain core courses which are of relevance and importance to such areas as Early Childhood Education, Long-Term Care/Home Support Worker, Social Services Worker and Community Support Worker. In a report on the possibilities of coring, Foundations for a Core Curriculum in Health/Social Services, submitted to the Centre for Curriculum and Professional Development (Wolfson & Lavelle, 1991) a number of "core competencies" were identified:

1) Demonstrate appropriate philosophical and attitudinal base
2) Act in a professional and ethical manner
3) Communicate responsibly and appropriately
4) Use appropriate theoretical frameworks
5) Meet individual needs
6) Provide services to families/groups/communities
7) Apply program planning/management skills

In considering the advantages and disadvantages of a "cored" curriculum involving Early Childhood Education, a number of issues arise. A major finding from the surveys was that entry level early childhood educators were not strong in the area of communicating in oral and written form with professionals from other disciplines. It is an important skill for educators to be able, for example, to communicate information on possible learning disabilities, child abuse, medical problems, or behavioural problems with other professionals. It may well be to the students' advantage to share course work in areas such as communication skills with students who will work in a different discipline, use a different vocabulary, and operate from a different set of assumptions and concepts about children.

Among the possible disadvantages are course content and course length. While certain courses, (ie communications, ethical and professional standards) may be generic enough to be applied across disciplinary or occupational areas, other courses may not. It would be difficult to argue, for example, that a life-span developmental psychology course could give an appropriate amount of time to both the aging process in the elderly (for Long Term Care Workers) and the early childhood years which ECE people would need.

Another major question which must be posed is: If a cored course is introduced to the ECE program, what must be dropped? The overwhelming weight of evidence reviewed in this document strongly suggests the tremendous difficulty which is experienced in meeting current course content material within the current time frames. It would be exceedingly ill advised to cut further content from the ECE programs in order to accommodate time for a cored course.

The question is not whether or not to core. The question is: what material might be delivered through a core course and how would this impact on the basic program as a whole?

CHAPTER 7) CONCLUSIONS AND RECOMMENDATIONS

The training of early childhood educators does not exist in a vacuum. It exists in the real-life contexts of the needs of children, families and communities, of the possibilities and restrictions faced by those wishing to enter this field and by the various legislative and economic realities which frame both training and the field of early childhood itself. The provincial Task Force on Child Care acknowledged that substantive change resulting in enhanced levels of child day care would come about only as a result of collaborative efforts among various government ministries, professional bodies, the educational community and the users of early childhood education services in this province. The recommendations which flow from this report are based on similar assumptions of collaborative effort.

These proposals should be seen in the context of initiating and focusing the discussions around program revision in this province. The purpose this chapter to provide a point of reference in continuing discussions on program revision. It is assumed here that any and all program revision will be implemented only after a careful, consensual and broad-based planning process has been concluded.

This chapter is intended to help initiate the discussion and planning process. It is hoped that readers will forward their concerns and comments to the author and will also take advantage of the series of meetings conducted across the province under the auspices of the Early Childhood Educators of British Columbia.

> **The feedback from the ECE community will be essential in the writing of the final report and in establishing the parameters for curricular and program revision in Early Childhood Education.**

The recommendations discussed in this chapter represent a synthesis of the information gathered from the professional literature, the research literature, an examination of ECE programs in other jurisdictions, and the surveys of educators, employers, coordinators and instructors. As stated in the Introduction to this report, it was not our intent to reinvent the wheel. As such, we begin by reviewing the recommendations of two other projects which also addressed, in part, questions related to the training of early childhood educators.

7.1 The Task Force on Child Care and the Health and Social Service Review Project

Some of the groundwork for this report was accomplished by both the Task Force on Child Care and the Health and Social Service Review Project. While the former addressed questions related to child care services in particular and the latter dealt with the situation in a range of caregiving professions, there are a number of recommendations from both reports which are especially relevant to program revision in early childhood education.

The Task Force on Child Care called for ECE program revision in which there would be a continuum of training and educational programs with multiple entry and exit points. The ECE Basic curriculum should be revised to include infants, toddlers, and special needs children and should also "reflect and value" cultural diversity. The Task Force also called for enhanced transferability between ECE Basic programs and a range of service delivery models. It was recommended that the province assist in the development of curricula for family day care programs and to increase the number of such programs.

A number of the recommendations from the Health and Social Service Review Project (HSSRP) echo the tone and substance of some of the Task Force recommendations. For example, both reports make recommendations in the area of broadening the range of training options and strongly encourage transferability between training programs programs. The HSSRP recognized the need to increase the number of second year diploma programs to both full- and part-time students. The Task Force's call for "multiple entry and exit points" resonates with the HSSRP's endorsement of "the opportunity for exit at the certificate and diploma levels." The HSSRP also recognized the importance of local and regional needs and encouraged the development of any speciality content which might be needed. In terms of program content, the HSSRP encouraged training programs to provide students from different program areas with integration with students from other programs.

Both the Task Force and the Health and Social Service Review Project recommend **increased access to those wishing to take ECE courses.** Increased access can be interpreted to mean a number of things, all of which this report would endorse:

* increasing the number of students who can be accommodated in full-time ECE programs
* increasing the number of students who can be accommodated in part-time ECE programs
* increasing the number of distance education ECE programs
* increasing the amount of transferability allowing students to apply credits taken in one program to another

7.2) Towards Program Revision in the Preparation of Early Childhood Educators

Typically, recommendation sections of reports tend to consist of itemized lists. In this chapter, however, we depart from that stylistic convention to present in narrative form what a revised ECE Basic training program might look like. This vision is but one which emerges from the educational literature and the views and attitudes of the ECE community in British Columbia.

On central theme throughout these recommendations is "diversity." These recommendations are proposed in recognition of and in response to the diverse kinds of children in ECE settings, the diverse kinds of learners in ECE training programs and the diverse needs of different parts of the province.

1) Ages of children, types of children

Persons completing an ECE Basic program will know how to create developmentally appropriate educational settings and experiences for children **from infancy to elementary-school entry.** Their basic program will teach them how to work with **special needs children**. They will learn about **multicultural education**, not just to be able to teach children from different cultural backgrounds, but to be able to help all children learn about other cultural backgrounds. Graduates of ECE Basic programs should also know how to incorporate non-sexist and anti-bias perspectives and sensitivities into ECE settings.

These recommendations reflect the reality that graduates of ECE Basic programs work with children under three years old, with special needs children and with culturally diverse groups of children. As this is the normative, not the exceptional, experience for ECE Basic graduates, the content of their programs must be expanded to include these areas.

2) Communication Skills

Graduates of ECE Basic programs **must have very well-developed communication skills.** There was a strong consensus in the surveys that while program planning and working with children were strengths of ECE graduates, there were definite areas in which improvement was needed. Children come from a wide range of family backgrounds (ie single parent families, shared custody, blended families) which may be undergoing various kinds of family stress. ECE graduates need to be able to communicate clearly, both orally and in writing, with parents as well as with other health, educational and social service professionals.

In the following section we outline the rationale for a two year sequence of training in early childhood education. It is strongly recommended that in the first year of ECE training practitioners develop the knowledge and skills which will enable them to communicate effectively with parents, families, co-workers and professionals in related fields.

These communication skills could possibly be enhanced through sharing course work with students from other programs. Since different professions tend to generate their own jargon and conceptual frameworks which can effectively ignore or misrepresent other professions, the learning/apprenticeship stage would be an excellent time for students from these various areas to learn, develop and practice these kinds of communication skills.

3) Program length

As noted earlier, the training of early childhood educators does not exist in a vacuum. Therefore, suggested revisions in one aspect of the training, program length, must be considered in the context of other aspects of early childhood services in British Columbia, notably:

* regulations regarding the licensing of early childhood educators;
* regulations regarding the licensing of early childhood centres;
* the supply and demand of early childhood educators in rural areas of the province ;
* the demand for programs for part-time and working students;
* salary enhancements for individuals interested in two-year programs;
* incentives for centres to hire graduates of two-year programs.

The "conventional wisdom" in early childhood education is that individuals need to study for two years in order to work effectively and competently in this field. This is the recommendation of the professional bodies in the field and of prominent researchers and teacher educators.

This report recommends that **changes be made in provincial child care regulations** which will stimulate and encourage individuals to pursue what we now call the basic and post-basic years of study, creating, in effect, a two-year course towards the completion of one's ECE "full" certification. These regulations should include the following:

a) that students completing the first year of a two year program be granted an ECE "certificate" allowing them to work as a program assistant in early childhood settings;

b) that students who complete the second year receive a "diploma" in ECE and be fully qualified as an "early childhood educator";

c) that students need not be required to complete both years of the ECE program in two sequential years;

d) that all early childhood settings be required to hire an increasing proportion of diploma graduates over the next 5-10 years.

In a number of ways, the elements of two years of study are largely in place in British Columbia. The Health and Social Service Review Project recommended that the Ministry of Advanced Education, Training and Technology expand the number of diploma level programs across the province. This move should be supported by the ECE community as a further step towards the expectation that **in the foreseeable future all fully qualified early childhood educators in British Columbia will be holders of a diploma granted after two years of study.**

The four points outlined above are also consistent with the recommendation of the **Task Force on Child Care** that the career and training ladder in early childhood education have **multiple entry and exit points**, allowing for a "step-on/step-off" progression through the training process.

While not part of the child care regulations, it is recommended that through the initiatives of the Child Care Team of Women's Programs, **financial incentives be provided to early childhood educators** based on the levels of training which they have successfully completed. Further, **financial incentives should also be provided to early childhood settings** based on the number and/or proportion of staff which completed both years of training.

There are at least two major conceptual and practical issues which need to be addressed by the ECE community in discussing the "regularization" of two years of study towards one's "full qualification" as an early childhood educator. The implications of two years of study on part-time programs would have to be very carefully thought through. While the two years of study may be important for the field and advantageous to individuals choosing full-time study, a part-time program of 3 to 4 years may be difficult to rationalize educationally and may not be attractive to student choosing part-time study. The needs of part-time and working students are high priorities regarding the adult learners of this province and changes in training and licensing regulations must be taken with the needs of these students in mind.

A second major consideration must be the needs of rural communities, the availability of "fully" qualified staff in those communities if the two-year diploma is expected to be the norm, and the interest of individuals in those communities in two years of study to "full" qualifications.

It is hoped that during the discussion and feedback portion of this process, individuals and groups will make their views known on these matters.

4) Competencies, Instructional Goals and Courses of Study

It is strongly advised that instead of beginning another DACUM process and generating a new set of ECE competencies, program revision should be based on the Alberta model described earlier. In that model, **the curriculum development process should be based on strong philosophical and curricular assumptions** which in turn generate instructional goals and course. This would also resemble the process in Ontario where, while still referring to "competencies", they report their learning outcomes to be at a fairly general level of specificity.

It is recommended here that the Ministry of Advanced Education, Training and Technology support program revision by providing resources to colleges and individuals involved in the process. These resources could include release from teaching and funds to develop materials. Instead of creating a new(er) set of competencies, it would be most helpful for the curriculum revision team to (a) develop the instructional goals for the program and (b) a set of resource guides which could provide students with a framework within which to study and develop appropriate learning experiences for children. These resource books are not seen as "cook books" or "teacher-proof" manuals, but rather, as a means of providing students with some specific examples of how the "instructional goals" are operationalized. **Used across programs, to a greater or lesser extent, could assist in the difficulty in assigning transfer credit from program to program.**

Serious consideration should be given to increased use of elective courses outside of the ECE program. The use of such "**general education**" and/or university transfer courses would be consistent with the research literature and the professional literature (NAEYC) as well.

While specific curriculum recommendations are beyond the scope of this report, it is appropriate to offer some preliminary suggestions in this regard. As noted above, it is important that students in their **first year of study** be given the opportunity to develop the **knowledge and skills to communicate** effectively in ECE settings. It is important to note, however, that this, or any other increase in instructional time not have a negative impact on other important areas. Program planning, for example, was seen as an important and successful component of ECE training and should not be diminished or reduced in the curriculum in the first year of study. It would be entirely logical and make good curricular sense to **introduce program planning in the first year of the program** to enable certificate level graduates to effectively implement developmentally appropriate activities for young children. The diploma level courses could focus on **curriculum design** and the development of coherent and integrated programs of learning through play for children aged 0-6.

Suggestions of "sharing coursework" often gets shorthanded to **"coring."** To some this term is synonymous with "cutting back" or "diminishing content". Given the different meanings this term is given, an explicit definition for this report is offered. The term "coring" in these recommendations, should be seen only as a means of enhancing and extending the content students learn in ECE Basic courses. While the surveys showed that students are well-prepared in the areas of program planning and knowing the child, this should not be taken as license to therefore reduce content in these already strong areas. In any courses taken in common with other students, ECE instructors should first delineate the desired course outcome for ECE students to ensure that the course content will contribute to the students' preparation in ECE.

5) Family Day Care Training

In addition to offering courses for individuals who work in group care settings, the Ministry of Advanced Education, Training and Technology should also mount/support **Family Day Care Training Programs** wherever there is a demonstrated need and interest. The research literature in family day care is quite clear: training raises the level of care. This province administers the Family Day Care Support Program and through a few continuing education programs family day care training programs. The Western Canada Family Day Care Association is currently developing learning materials to be used in a video-based course. Supporting these kinds of efforts could be invaluable to family day care providers in remote areas.

Training in family day care must be coordinated with other courses and programs offered through the health and social service divisions. There is clearly a need for coordination with the Early Childhood Education programs since both the ECE and the Family Day Care courses deal with young children. Family Day Care, however, is also expected to meet the needs of school aged children (6-12 years old). Graduates of these programs must also have the knowledge and skills to work with children over the age of 5. Coordination with the Child and Youth Care Programs would be essential as well as with the School-age Training Program such as the one offered through Continuing Education at Vancouver Community College.

As the number of courses and programs increases throughout the province the **Child Care Facilities Licensing Board and Ministry of Health** should initiate procedures to make the granting of a family day care license contingent upon participating in an FDC training program.

6) Career Laddering

An ECE Program Revision Committee should be established to address the issue of the "continuum" from training which could map onto a clear and coherent career ladder in the field of Early Childhood Education. At present there is no or limited transferability or laddering between family day care programs and ECE basic programs, between continuing education programs and full-time ECE programs, between post-basic programs and university-based ECE programs. A comprehensive planning committee could begin the process of articulating issues of entry, exit, transferability and career laddering.

Towards this end, support for ECE faculty members who wish to pursue advanced degrees in early childhood education should be expanded. As noted in the NAEYC guidelines, advanced study in the field helps to ensure that instructors remain current in their own knowledge base and effective in their instructional capacities.

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Table 1

Dimensions of [illegible] Programs
(From Clarke-Stewart & Fein, 1983)

1. Organizational Dimensions

Sponsor
Legislature
Entrepreneur
Parents
Community group
Social service agency
Researcher
Company

Funding Source
Government
Private enterprise
Nonprofit organization

Scale
National
Multiple
Single

Accountability
Individual parents
Licensers
Sponsors
Researchers

Director
Clinician
Administrator
Educator
Social worker
Researcher
Caregiver

Staff Roles
Teacher
Social worker
Researcher
Caregiver
Therapist
Nutritionist
Nurse
Aide
Custodian

Participants
"Targets"
"Clients"
"Patients"
"Consumers"
"Students"
"Constituents"

Services
Health
Nutrition
Social work
Education
Training
Diagnosis
Transportation

2. Assumptions and Values

Nature of the "Problem"
Poor physical environment
Parent not available
Parent not competent
Lack of school preparation
Lack of social training

Nature of the "Solution"
Prevention
Amelioration
Rehabilitation
Acceleration
Service

Nature of Intervention
Coercive
Manipulative
Persuasive
Facilitative

Source of Program Objectives
Generalized virtues
Normative standards
Developmental potential
Emancipation ethic
Health

Nature of Development
Nature/nurture
Critical periods

Theory of Development
Psychoanalytic
Learning
Cognitive

Nature of the Child
Exploratory
Expressive
Learning
Sociable
Constructive

Role of the Parent
Uninvolved
Mediator
Teacher
Therapist

3. Program Variables

Goals
Educational
Custodial
Therapeutic
Developmental
Managerial

Size
One child
Small group
Large class

Target
Child
Parent
Parent-child dyad
Family

Intensity
Length of program
Length of session
Number of sessions
Schedule of sessions

Methods
Direct instruction
Modeling
Interaction
Discovery
Discussion

Location
Own home
Other home
Center
Laboratory
Hospital
School
Mobile unit

Curriculum Emphasis
Discipline
Social relations
Emotional health
Cognitive development
Language abilities
Academic skills
"Whole child"

Staff
Sex
Age
Education
Training
Experience
Relation to child
Number
Behavior
Attitudes

Table 2

CCDCF and Pence & Griffin
Hierarchical Models of ECE Professionals

CCDCF Draft Discussion Paper	*Pence & Griffin*
Step 1: At the entry level, an ECCE practitioner:	*Novice*
Works under supervision to implement effective practices which have been determined primarily by others;	*"level of experience is mainly determined by personal experience"*
Knows something about patterns of children's behavior	
Has some ideas about learning experiences	
Needs direction and guidance from other professionals	
Does not have post-secondary ECCE preparation	*No formal training*
Step 2: The practitioner	*Initial*
Implements as well as initiates a wider range of tasks with limited supervision	*"Through increased education..initial practitioners will increase their professional effectiveness."*
Is able to see and understand similarities and differences in children's behavior	
Carries out a variety of routines and learning experiences with minimal guidance and direction	
Has some post-secondary ECCE preparation	2 year college program
Step 3: The practitioner	*Informed*
Performs responsibly in a variety of ECCE environments	*"..increased professional effectiveness is reflected in their goal-directed activity plans, skillful interactions with children"*
Is able to initiate and implement effective practices independently	
Uses and organized child development knowledge base to design, carry out, and evaluate appropriate routines and learning experiences.	
2 year community college program	Bachelor's Degree

Table 2 (continued)

CCDCF	*Pence & Griffin*
Step 4: The practitioner:	*Complex*
Performs with specialization (e.g. infant care, special needs and/or	*"can act independently and no longer require close supervision"*
Accepts responsibility for the work of others as a(n) practitioner, administrator, supervisor, instructor	
Provides leadership as a model or mentor for others	
Has an undergraduate , (BA)ECCE degree or equivalent and related experience	Master's degreee
Step 5: The practitioner:	*Influential*
Functions as a researcher, policy and program designer or training leader	*"an intimate and grounded grasp of the multifaceted aspects of the field"*
Is recognized as influential in the field	
Has a post-graduate ECCE degree or equivalent as well as related experience	

Table 5

Summary of the Different Roles of the Teacher (From Spodek & Saracho,

Roles	*Knowledge*	*Skills*	*Attitudes*
Decision maker	Curriculum of early childhood education Content and methods of different subject areas	Organizing the classroom Planning the curriculum Matching materials and methods to children	Community's values
	Child development	Meeting individual needs Obtaining techniques to work with children Obtaining information about children	Behavioral style Teaching style
	Theories of play	Knowing how to use play as a tool of learning	Play as educational
	Recent research, development, and practice in early childhood education	Acquiring research skills	Objectives
	Role of the teacher	Teaching duties, responsibilities, obligations, functions	Ethics, attitudes, ideological position, self-image, membership and reference grou commitment to the profession
Organizer of Instruction	Child development — Process of development and learning	Knowing how certain procedures affect children and teachers Integrating information within some structure to give meaning	Behavioral style Teaching style
		Developing materials Operating equipment Locating resources for a variety of materials Working with other adults in the classroom	
	Evaluation methods	Evaluating materials, resources, and equipment Knowing self-evaluation Knowing evaluation of teaching and programs	
Curriculum Designer	Curriculum theory	Selecting scope, sequence, and balance	Community's values
		Adapting content to individual differences	Cultural values
		Knowing different methods of teaching	Teacher's ideology of early childhood education
		Selecting materials and equipment without demeaning individuals	Ethnic groups
		Planning long-range and short-range goals	Teacher's values
		Establishing goals, content, and teaching techniques	Teaching style
		Matching goals, methods, and experiences	
		Locating resources	

(continued)

Table 3 (continued)

Roles	*Knowledge*	*Skills*	*Attitudes*
	Child development theory	Knowing developmental norms to group children for appropriate experiences	
	Knowledge of curriculum areas (language, reading, mathematics, social studies, etc.)	Selecting concepts from a mixture of different forms of knowledge	
		Integrating knowledge with understanding	
		Integrating curriculum areas and teaching practice	
	Philosophy	Integrating activities with the different disciplines	
Diagnostician	Child development	Judging children's maturation stages, achievement of prior learnings, behavior, and so on	Concern for individual differences
		Collecting, analyzing, and interpreting data	
		Becoming aware of individual skills, abilities, interests, and behavior	
	Assessment techniques	Using:	
		Sociometric scales	
		Observation techniques	
		Interviews	
		Selecting appropriate experiences, materials, and equipment	
	Curriculum and methods	Selecting activities	
Manager of Learning	Psychology of learning	Creating an attractive educational environment	Awareness of individual differences such as cognitive styles, interests, and needs
	Curriculum theory	Planning and implementing learning activities	
	Child development	Guiding children's behavior in performing educational tasks	
		Establishing work routines	
		Presenting subject matter	
		Providing educational tools and classroom displays	
		Offering a wide range of learning alternatives	
		Scheduling and implementing transitions	

Table 3 (continued)

Roles	*Knowledge*	*Skills*	*Attitudes*
Counselor/Advisor	Child psychology	Knowing different methods of interacting	Teacher's values and priorities
	Child development	Creating an environment that motivates the child's exploration and discovery	Accept individual differences
	Sociology	Helping children make decisions	Provide warmth and emotional support
	Anthropology	Promoting children's creative growth and self-actualization	Present a sense of trust and security
	Philosophy		Society's values
	Psychology of learning	Manifesting their personality in an authentic way	
		Searching their educational and teaching values	

Source: Saracho, O. N. (1984). Perception of the Teaching Process in Early Childhood Education Through Role Analysis. *Journal of the Association for the Study of Perception, International, 19*(1), pp. 35–38.

NAEYC Guidelines of ECE Preparation Table 4

Curriculum

This component includes planned experiences in the form of courses, practica, and other learning opportunities in both general education and professional studies.

Program Objectives

A. The curriculum includes general education and professional studies.
   1. General education ensures basic competency in spoken and written English and mathematics and introduction to the liberal arts, humanities, and social sciences.
   2. Professional studies includes two essential components:
      a. knowledge and theory to guide professional practice and
      b. practical experience to develop competence in working with young children and their families in a variety of settings.

B. Professional studies provides theoretical knowledge and practical experiences for preparation to function as an Early Childhood Associate Teacher, a professional who independently implements program activities and who may be responsible for the care and education of a group of young children.

C. The core curriculum in professional studies is designed to develop competency needed for entry into the profession: knowledge of child growth and development with emphasis on birth through age eight; introduction to the early childhood profession; child guidance and group management; observation of children; curriculum development and implementation; family and community relationships; and child health, safety, and nutrition.

D. The core curriculum is supplemented by appropriate and necessary elective courses designed to meet the needs of the community and the student population.

E. The curriculum is sequentially organized to build on previous experience and understanding.

F. The curriculum promotes an understanding of the interrelationship of theory and practice.

G. The curriculum prepares students to maintain a continuing commitment to professionalism.

H. The curriculum prepares students to demonstrate the knowledge and the competencies required to meet state licensing regulations and to obtain applicable permits, certificates, and/or credentials.

Standards

A. General education curriculum includes, as a minimum, coursework in English composition, mathematics, science, the humanities, and social science.

B. Professional studies curriculum consists of a minimum of 50% of the student's coursework.

C. The core curriculum in professional studies consists of coursework and field experiences designed to provide theoretical knowledge and practical skills in
   1. Child growth and development, both typical and atypical, with emphasis on birth through age eight;
   2. Introduction to the early childhood profession, including historical and social foundations, awareness of value issues, and ethical issues in working with children and their families; legal issues; issues of salary and status; staff relations; and the importance of becoming an advocate for upgrading the profession and improving the quality of services for children;
   3. Curriculum planning for young children, including content and methods of planning developmentally appropriate activities and environments designed to enhance children's cognitive, social, emotional, physical, and creative development;
   4. Planning, implementing, and evaluating developmentally appropriate activities for young children in a variety of areas such as language, mathematics, science, social studies, health, safety, nutrition, art, and music;
   5. Methods of child guidance and group management that

foster the development of self-control and self-discipline in children;
6. Introduction to working with children with special needs including children with handicapping conditions and their families, including identification, development of sensitivity and awareness, relevant legal issues, communication and relations with families, and referral and coordination of services with other professionals;
7. Observation and recording of children's behavior for purposes of assisting in achieving goals, providing for individual needs, and appropriately guiding children;
8. Family and community relations including communication with parents and parent involvement;
9. Child health, safety, and nutrition education and methods of establishing a safe and healthy environment for children.

D. The professional studies curriculum provides opportunities to apply knowledge and skills in working with children in a variety of field experiences with increasing levels of interaction with children.
   1. Field experiences begin with nonparticipating observation and increase to planning activities for individuals or small groups.
   2. Each student completes a supervised practicum experience or alternate equivalent during which the student assumes major responsibility for the full range of teaching and caregiving duties for a group of young children.
   3. Field experience, including observation, varying levels of participation, and practicum, provides a minimum of 300 clock hours of contact time with children.

E. As permitted by institutional resources and as needed by the community, the program offers electives such as program planning for infants and toddlers or school-age children; special education; parent education; family day care programming; and/or supervision and administration of early childhood programs.

F. The curriculum prepares students to locate and use appropriate professional literature, organizations, resources, and experiences to obtain new ideas and information to expand their competency throughout their professional life.

G. Skills, knowledge, and attitudes gained during the associate program prepare the student to demonstrate the knowledge and competencies required to meet state licensing requirements and to obtain applicable permits, certificates, and/or credentials.

Table 5

Guidelines for Quality Child Development Instruction Programs

GUIDELINES FOR QUALITY CHILD
DEVELOPMENT INSTRUCTION PROGRAMS

[illegible]

RECOMMENDATION 12:

A CORE CURRICULUM SHOULD BE DEVELOPED AND PROVIDED AS AN INTEGRAL PART OF THE CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION PROGRAM. THE CORE CURRICULUM SHOULD BE A PREREQUISITE REQUIREMENT TO THE GRANTING OF CERTIFICATES AND TO THE COMPLETION OF MAJORS. THIS ENTRY LEVEL CORE SHOULD PROVIDE A MINIMUM OF THREE SEMESTER UNITS IN EACH OF THE FOLLOWING AREAS:

1. CHILD GROWTH AND DEVELOPMENT, INCLUDING OBSERVATION
2. CHILD, FAMILY AND COMMUNITY RELATIONS
3. CURRICULUM DEVELOPMENT FOR THE YOUNG CHILD - THEORY AND PRACTICUM
4. CLASSROOM MANAGEMENT AND GROUP RELATIONS - THEORY AND PRACTICUM
5. EARLY CHILDHOOD EDUCATION HISTORY AND PROFESSIONAL OVERVIEW.

RECOMMENDATION 13:

EACH CAMPUS SHOULD OFFER ADDITIONAL COURSES AS AN EXTENSION OF THE CORE CURRICULUM IN ORDER TO COMPLETE MAJORS AND PERMIT CERTIFICATION, AS WELL AS TO MEET THE NEEDS OF PARTICULAR COMMUNITIES AND SPECIFIC JOB MARKETS.

RECOMMENDATION 14:

THE PRACTICUM EXPERIENCE IN THE CORE CURRICULUM SHOULD TAKE PLACE IN A CHILD DEVELOPMENT CENTER ON CAMPUS. SUPERVISION OF STUDENT INTERNS SHOULD BE PROVIDED BY THE INSTRUCTION FACULTY. WHERE POSSIBLE, A SECOND PRACTICUM IS ADVISABLE IN A COMMUNITY FIELD PLACEMENT APPROVED BY THE CHILD DEVELOPMENT PROGRAM.

RECOMMENDATION 15:

CHILD DEVELOPMENT INSTRUCTION PROGRAMS SHOULD INCLUDE PARENT EDUCATION AS A FUNDAMENTAL AND INTRINSIC PART OF THE ENTIRE CURRICULUM, BOTH IN THE FORM OF EDUCATION IN PREPARATION FOR PARENTING AND IN THE FORM OF EDUCATION ABOUT PARENTING.

THE PARENT EDUCATION COMPONENT SHOULD BE PLANNED SO THAT IT RECOGNIZES AND IS SENSITIVE TO THE DIVERSITY OF FAMILY FORM, VALUES AND ETHNICITY REFLECTED IN THE CALIFORNIA POPULATION.

RECOMMENDATION 16:

CAMPUSES AWARDING CERTIFICATES OF COMPLETION IN CHILD DEVELOPMENT SHOULD SPECIFY ON THOSE CERTIFICATES THE NUMBER OF UNITS COMPLETED AND THE CURRICULUM AREAS COVERED, AND, IF APPROPRIATE, THE PURPOSES FOR WHICH THE CERTIFICATE MAY BE USED.

RECOMMENDATION 17:

CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION COURSES SHOULD BE SCHEDULED TO MEET THE DIVERSITY OF STUDENT NEEDS (E.G., SHORT-COURSES, WEEKEND COURSES, OPEN ENTRY/OPEN EXIT COURSES). FLEXIBLE SCHEDULING OF FACULTY RESPONSIBILITIES (E.G., OFFICE HOURS, MEETINGS, ADVISING, OFF-CAMPUS DUTIES, ETC.) IS ALSO NECESSARY TO ACCOMMODATE THE BROAD RANGE OF STUDENT NEEDS.

RECOMMENDATION 18:

COURSES IN THE CORE CURRICULUM SHOULD BE SCHEDULED FOR SEVERAL YEARS AHEAD TO PERMIT LONG-RANGE PLANNING BY STUDENTS IN THE COMMUNITY.

RECOMMENDATION 19:

CHILD DEVELOPMENT FACULTY SHOULD WORK CLOSELY NOT ONLY WITH ADVISORY BOARDS OR COMMITTEES, BUT ALSO WITH THOSE COMMUNITY GROUPS THAT ADDRESS THE NEEDS OF YOUNG CHILDREN (E.G., FAMILY DAY CARE HOME PROVIDERS, CHILDREN'S SERVICES LOBBYING GROUPS, RESOURCE AND REFERRAL AGENCIES, AND FAMILY SERVICE AGENCIES.

RECOMMENDATION 20:

COMMUNITY COLLEGE CHILD DEVELOPMENT INSTRUCTORS SHOULD DEVELOP OFF-CAMPUS COMMUNITY-BASED INSERVICE TRAINING PROGRAMS FOR CHILD CARE AND DEVELOPMENT CENTERS IN ORDER TO UPGRADE THE QUALITY OF SERVICES IN THE COMMUNITY.

RECOMMENDATION 21:

CHILD DEVELOPMENT PROGRAMS SHOULD MOVE TOWARD ESTABLISHING SPECIFIC LIMITS ON THE PROPORTION OF PART-TIME TO FULL-TIME FACULTY. IT IS SUGGESTED THAT NO MORE THAN 20 PERCENT OF TOTAL FACULTY CONTACT HOURS BE TAUGHT BY PART-TIME FACULTY.

RECOMMENDATION 22:

IT IS RECOMMENDED THAT EFFORTS BE MADE TO INTEGRATE PART-TIME FACULTY INTO CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION FUNCTIONS AND DECISION-MAKING PROCESSES.

Table 5 (continued)

RECOMMENDATION 23:

COMMUNITY COLLEGES ARE ENCOURAGED TO DEVELOP FOSTER PARENT TRAINING PROGRAMS AS PART OF THEIR INSTRUCTIONAL PROGRAMS.

Recommendations to Chancellor's Office

RECOMMENDATION 24:

THE CHILD DEVELOPMENT SPECIALIST IN THE CHANCELLOR'S OFFICE SHOULD WORK WITH THE COMMISSION ON TEACHER CREDENTIALING TO ESTABLISH AN APPROVED PROGRAM AND INCLUDE THE CORE CURRICULUM WITHIN THE REQUIREMENTS FOR THE CALIFORNIA CHILDREN'S CENTER INSTRUCTIONAL PERMIT AND THE ADMINISTRATIVE PERMIT.

RECOMMENDATION 25:

THE CHANCELLOR'S OFFICE SHOULD PROVIDE LEADERSHIP TO MAKE ALL CORE COURSES TRANSFERABLE TOWARDS THE EARLY CHILDHOOD DEGREE IN FOUR-YEAR INSTITUTIONS. CHILD DEVELOPMENT, AND CHILD, FAMILY AND COMMUNITY COURSES SHOULD BE TRANSFERABLE IN FULFILLMENT OF GENERAL EDUCATION REQUIREMENTS.

RECOMMENDATION 26:

THE CHANCELLOR'S OFFICE SHOULD PROVIDE VIGOROUS LEADERSHIP IN HELPING TO IMPROVE ARTICULATION FOR STUDENTS, BOTH BETWEEN COMMUNITY COLLEGES AND FOUR-YEAR COLLEGES AND ALSO FROM ONE COMMUNITY COLLEGE TO ANOTHER.

RECOMMENDATION 27:

THE CHANCELLOR'S OFFICE SHOULD ENCOURAGE ARTICULATION BY STANDARDIZING COURSE TITLES AND BY LISTING MINIMAL COMPETENCIES IN COURSE DESCRIPTIONS - AT LEAST FOR ALL CLASSES WITHIN THE CORE CURRICULUM. A BROAD BASED COMMITTEE SHOULD BE CONVENED TO ADDRESS THIS TASK.

GUIDELINES FOR QUALITY CHILD DEVELOPMENT
CENTERS AND SERVICES

Recommendations to Community Colleges and Districts

RECOMMENDATION 28:

COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS FOR CHILDREN SHOULD CONTAIN ALL THE COMPONENTS OF A QUALITY MODEL PROGRAM INCLUDING: A SAFE AND APPROPRIATE PHYSICAL ENVIRONMENT, ENRICHING PROGRAM ACTIVITIES, SUPPORT SERVICES, EFFECTIVE ADMINISTRATION, ADEQUATE FUNDING, APPROPRIATE PREPARATION OF STAFF, AND INVOLVEMENT OF PARENTS, STUDENTS AND COMMUNITY MEMBERS.

RECOMMENDATION 29:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD HAVE AN INDOOR AND OUTDOOR PHYSICAL ENVIRONMENT THAT IS SAFE AND APPROPRIATE TO THE AGE OF THE CHILDREN BEING SERVED.

RECOMMENDATION 30:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD PROVIDE AGE-APPROPRIATE PROGRAM ACTIVITIES AND SERVICES THAT ARE DESIGNED TO MEET THE BASIC INTELLECTUAL, SOCIAL, EMOTIONAL, AND PHYSICAL NEEDS OF EACH CHILD AS WELL AS SPECIAL NEEDS, SUCH AS MULTICULTURAL AND BILINGUAL.

RECOMMENDATION 31:

ALL COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS SHOULD MAKE SUPPORT SERVICES AVAILABLE TO CHILDREN, FAMILIES, AND TEACHING STAFF THAT INCLUDE RESOURCE AND REFERRAL, STAFF TRAINING, HEALTH SERVICES, TRANSPORTATION, NUTRITION, AND SOCIAL SERVICES.

RECOMMENDATION 32:

PROGRAM ADMINISTRATION THAT ENSURES EFFICIENT AND EFFECTIVE PROGRAMS SHOULD BE PRESENT IN ALL CHILD DEVELOPMENT CENTERS.

RECOMMENDATION 33:

PARENTS, STUDENTS, COMMUNITY MEMBERS AND TEACHING STAFF SHOULD BE PRESENT IN THE CHILD DEVELOPMENT CENTER TO ENRICH THE PROGRAM FOR THE CHILDREN AND THEMSELVES.

From Pence & Griffin, 1991a

Table 6

Child Care Centres: Standards and Regulations - (1988)

Province	Maximum Centre Size	Child Age Groupings	Staff/Child Ratio	Maxmum Group Size	Standards for Staff Training
British Columbia	75	*< 18 mos			E.C.E. Certificate issued upon completion of Level 1 Basic Requirements (approx. 10 mos. training). Certificates for < 3 and Special Needs upon completion of Post Basic Requirements. No training required for Out of School Programs.
		18 mos-3yrs:	1:4	12	
		3-6yrs:	1:8	25	
		5-6 yrs:	1:10	20	
		7-12 yrs:	1:15		
* B.C. Regulations (1988) do not specify standards for infant-18 mos. programs; those existing care centres were licensed on an individual basis by the Provincial Child Care Facilities.					
Alberta	80	0-19 mo.	1:3	6	First Aid Certificate
		19-35 mo.	1:5	10	
		3 - 5 yrs:	1.8	16	
		5 yrs:	1:10	20	
		6 - 12 yrs:	unregulated	u/a	
Saskatchewan	60	*< 18 mos.			40 hour E.C.E. training program
		18-30 mo.	1:5	n/a	
		31 mo. - 6 yrs	1:10		
		5 - 12 yrs	1:15		
* Sask. Regulations (1988) do not specify standards for children < 18 mos.					
Manitoba	70	12 wks - 1 yr	1:3	6	Child Care Worker I Basic Requirement is to begin child care training (of approx. 600 hrs.). Child Care Worker II & III completed child care training. 2/3 of staff must be I or II.
		1 - 2 yrs	1:4	8	
		2 - 3 yrs	1:6	12	
		3 - 4 yrs	1:8	16	
		4 - 5 yrs	1:9	18	
		5 - 6 yrs.	1:10	2	
		6 - 12 yrs	1:15	30	
Ontario	n/a	< 18 mo	3:10	10	One program staff required to have equivalent to 2 yr. Diploma in Child Studies & 2 yrs. experience. No formal training for other staff members.
		18-30 mo.	1:5	15	
		31 mo - 5 yrs	1:8	24	
		6 - 12 yrs	1:15	30	
Quebec	n/a	< 18 mo	1:5	15	1/3 of all staff must have diploma in ECE or a related field & 3 yrs. relevant work experience
		> 18 mo	1:8	30	
		5-12 years	1:15	u/a	
New Brunswick	n/a	< 2 yrs	1:3	9	No training required. Staff must be willing to take training as required.
		2 yrs	1:5	10	
		3 yrs	1:7	14	
		4 yrs	1:10	20	
		5 yrs	1:12	24	
		6-12 yrs	1:15	30	
Nova Scotia	50	0 - 2 yrs	1:3	6	One person must have ECE training and experience. Have to undertake some upgrading every 2 years
		2 - 3 yrs	1:5		
		3 - 5 yrs	1:10		
			1:12		
Newfoundland	50	* < 2 years			New staff required to have one year supervised work experience or suitable ECE or related training
		2 - 3 yrs	1:6	n/a	
		3 - 5 yrs	1:8		
		6 - 12 yrs	1:15		
* Newfoundland Regulations (1988) do not specify standards for children under 2 years.					
Northwest Territories	n/a	0-18 mo	1:3	6	None required; no training programs available. Children's cultural background to be reflected in background of staff.
		19 - 35 mo.	1:6	12	
		35 mo - 5 yrs	1:8	16	
		6 - 12 yrs	1:10	20	
Yukon	n/a	< 18 mo	1:4	n/a	None required. Minimum 18 years old
		19 mo - 3 yrs	1:6		
		3 - 5 yrs	1:8		

Key: **n/a - not applicable**
u/a - information difficult/impossible to collect

Source: **NCCS Provincial Study, 1988**

Table 6 (continued)

Family Day Care Homes: Standards and Regulations (1988)

Province	Child Age Groups	Maximum # by Age Group	Maximum # of Children in Care	Staff Training
British Columbia	< 12 mo		7	
	13-24 mo	*1		n/a
	24 mo - 5 yrs	*2		n/a
	3-5	5		n/a
	Out of School	2		n/a
*B.C. Regulations (1988) state that only 2 children under age 24 mos. can be on premises at one time.				
Alberta	< 2 yrs	*2	6	n/a
	* < 3 yrs	*3		n/a
*Alberta Regulations (1988) state that only 2 children under age 2, or 3 children under age 3 may be on premises at one time.				
Manitoba	< 2 yrs	3	8	First Aid Cert.
	3-5 yrs	5		
Saskatchewan	6 wks - 30 mo.	*3	8	n/a
	6 wks - 6yrs	5		n/a
* No other preschool children allowed.				
Ontario	< 2 yrs	*2	5	
	< 3 yrs	*3		
	Handicapped	2		
*Ontario Regulations (1988) state that only two children under age 2, or 3 children under age 3 may be on premises at one time.				
In Ontario, the Private Home Day Care Agency must hire one Home Visitor for every 25 homes, who has completed an approved post-secondary program of studies plus 2 years experience working with age groups enrolled in the day care homes.				
Quebec	n/a		*4	n/a
* Unlicensed family day care permitted up to 9 children with 2 caregivers. Unlicensed family day care are those that do not belong to a family day care agency.				
New Brunswick	< 2 yrs	3	*9	n/a
	2-5 yrs	5		n/a
	> 6 yrs	9		n/a
	Mixed ages	6		n/a
* Community day care home figures				
	** < 2 yrs	**2	**5	n/a
	**2-5 yrs	**4		n/a
	** > 6 yrs	**5		n/a
	Mixed ages	**4		n/a
** Family day care home figures				
Nova Scotia	nsr	nsr	nsr	nsr
P.E.I.	< 2	6	7	1 unit continuing Education, personal references.
	3 yrs to school-age	7		
Newfoundland	n/a	n/a	8	n/a
N.W.T.	< 2 yrs	2	8	n/a
	< 3 yrs	3		n/a
	< 6 yrs	6		n/a
	< 12 yrs	8		n/a
Yukon	n/a	n/a	6	n/a

Source: NCCS Provincial-Territorial Questionnaire (1988)
Key: n/a not applicable
nsr not specified in the standards and regulations

From; Government of Ontario Review

Table 7

Colleges Covering Content Areas Endorsed by Key Informants

HIGH ENDORSEMENT

Essential Content Areas	Holland	Cabot/ Fisher	Early Childhood Training Centre	New Brunswick Community Colleges	SIAST	College Universitaire de Saint Boniface	Manitoba Community Colleges	Grant McEwan/ Yukon College	Red Deer	Grand Prairie Regional College	Mount Royal College	Arctic College	BC Colleges	University College	Quebec CEGEPS	Child Devel. Services	Ontario Colleges
Child Devel.	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Programm'g	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x
Legislation		x				x									x		
Communica-tions	x	x		x	x	x	x	x	x			x	x	x	x	x	x
Family Studies	x	x			x	x	x	x	x	x	x		x	x	x	x	x
Budget & Finance Admin.	x	x			x		x		x					x			x
Assessment/ Observat'n Documentation	x	x		x	x	x	x		x		x		x		x	x	x

Table 7 (continued)

MODERATE ENDORSEMENT

Essential Content Areas	Holland	Cabot/ Fisher	Early Childhood Training Centre	New Brunswick Community Colleges	SIAST	College Universitaire de Saint Boniface	Manitoba Community Colleges	Grant McEwan/ Yukon College	Red Deer	Grand Prairie Regional College	Mount Royal College	Arctic College	BC Colleges	University College	Quebec CEGEPS	Child Devel. Services	Ontario Colleges
Nutrition	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Safety	x			x	x	x	x	x		x		x	x	x		x	x
Health	x	x		x	x	x	x	x		x	x	x	x	x	x	x	
Multicultural							x					x	x		x		
Community Plan	x	x			x	x	x	x					x		x	x	
IPP									x								
People Management																	
Program Evaluation	x		x	x	x												
Special Needs	x				x	x	x	x	x	x	x	x			x	x	x

Table 8

Program Offerings in ECE Training Programs in BC

INSTITUTION	Program	Program Delivery			Practicum Delivery				Misc.	
	Title	Length	FT/PT	When Offered and other Notes	#	Conc/Block	# Hours Obs.	# Hours Pract.	Credential Recieved	Dist Ed?
Camosun Health and Human Services	ECE Certificate	10	FT		1 2 3	conc conc block	incl.	150 180 270	Certificate	No
	Children with Special Needs Diploma	9 mon 300 hrs (15 mon)	FT PT	yearly	1	block	incl.	222.5	Diploma	No
	Children Under Age Three Diploma	9 mon 270 hrs (15 mon)	FT PT	yearly	1	block	incl.	222.5	Diploma	No
Capilano Career/ Vocational Programs	ECE Ten Month Certificate Program	10 mon	FT		1 2 3 0	block conc block block	30	24 48 200 200	Certificate	No
	ECE Post Basic Programs-Under Three Program		PT	Every Second Year	1 2	block block		120 120	Certificate for 1 Post-basic Prog, Diploma for Both	No
	ECE Post Basic Programs-Special Needs Program		PT	Every Second Year	1 2	block block		120 120		
Cariboo Human Services	ECE Certificate	9 mon	FT PT	2-year time limit 3 spaces open/year	1 2 3	conc block conc block block	>50% >50%	70 72 70 72 144	Certificate	No
	Infant and Toddlers Diploma Program	192 hrs	PT	by demand	1	block	c. 25%	216	Diploma	No
	Special Needs Supervisor Diploma Program	192 hrs	PT	by demand	1	block	c. 25%	144	Diploma	No

Table 8 (continued)

Douglas Child, Family, and Community Programs	ECE Program	9 mos	FT PT	offered	1 2	conc block conc block	incl incl incl incl	192 80 176 120	Certificate	No
	Infant and Toddler Specialization	315 hrs	PT	All three special-izations are offered on a rotating basis: or every fourth semester	1	either		240	Citation i awarded for completion of 1 spec., a diploma for all 3 (735 class hours)	No
	Special Needs Specialization	315 hrs	PT		1	either		240		No
	Administration Specialization	525 hrs	PT		1	either		240		No
East Kooteny Social and Educational Programs	Basic ECE	10 mon	FT	only FT basis	1 2 3 0	conc conc block conc	45	c. 90 c. 160 200	Certificate	No
	Post-Basic ECE Under Three Sup. Training	200 hrs	FT	Rotations offered every 2.5-3 years	1 2	block block		132 132	Certificate	No
	Post-Basic ECe Special Needs Sup. Tr.	200 hrs	PT	as above: 4/5 of courses are common	1 2	block block		60 140	Certificate	No
Fraser Valley Career/Technical Programs	ECE Certificate Program	16 mon (12 mon)		16 month program includes a 4 month break	0 1 2	conc indiv indiv	30	200 200	Certificate	No
	ECE Diploma Special Needs Specialty	350 hrs 10 mos	PT FT	Both programs are offered yearly; students who did not take their basic ECE at FVC require prov. cert. for entrance	1	indiv	30	170	Diploma	No
	ECE Diploma Infancy Specialty	350 hrs 10 mos	PT FT		1	indiv	30	170	Diploma	No
	Family Daycare	10 mos	PT	1 eve/week	0		24		Citation	No

Table 8 (continued)

Kwantlen Health Sciences and Human Services	ECE Program (Full-Time)	10 mon	FT		0 1 2 3 4	conc block block block block	64	120 120 80 160	Certificate	No
	ECE Program (Part-Time)	2 yrs	PT	2 eves/week	1 2 3	block block block		80 120 120	Certificate	No
Malaspina Health and Human Services	ECE Nine-Month Certificate Program	9 Mon	FT PT	Special exceptions only, not formally offered	1 2 3	conc block block	12	40 80 200	Certificate	No
	Special Needs	140 hrs	PT	every second year	1	block		192	Certificate	No
	Under-Three	140 hrs	PT	every second year	1	block		192	Certificate	No
New Caledonia Social Services	ECE Basic Program Level 1	9 mon 18 mon	FT PT	Max. of 6 students	1 2	block block	c.25 c.20	c.200 c.130	Certificate	No
	ECE Post-Basic Level II Under Three Supervisors	200 hrs	PT	by Demand completed in 18-30 months	1 2	block block		c.120 c.120	Certificate	No
North Island Health and Human Services	ECE Program	10 mon	FT PT	individual courses may be taken when available	1 2 3 0	conc block block	20	80-100 80-100 80-100	Certificate	No
	Special Needs Certificate Program	200 hrs	PT	1 eve/week for 4 yrs	1 0	block conc	40	180	Certificate	No
	Infants and Toddlers Certificate Program	200 hrs	PT	1 eve/week for 4 yrs	1 0	block	40	200	Certificate	No

Table 8 (continued)

Northern Lights Vocational Programs	ECE Certificate	10 mon	FT PT		1 2 3	conc conc block	mostly some	150 150 150	Certificate	Yes
	Special Needs Administration Citation	225 hrs	PT	a complete lack of demand for program	1	indiv. basis	some	240	Citation	Yes
	Family Daycare	144 hrs	FT PT	administered on an individual basis		indiv. basis	included time	in clas	Citation	under devel.
Northwest Health, Social & Community Services	ECE Level I Cert. Prog	10 mon 5-7 yrs	FT PT	Teleconference 1 course each semester	1 2 3 0	conc block conc block	14 20	36 140 112 200	Certificate	Yes
	Under Three Supervisor Training	315 hrs	PT	3 courses every 2 years	1 2	block block		60 140	Certificate	Only
	Special Needs Supervisor Training	315 hrs	PT	3 courses every 2 years	1 2	block block		60 140	Certificate	Only
Okanagan Vocational Programs	ECE Certificate Program	10 mon 2 yrs	FT PT	Some students	1 2 3 4	conc both conc block	48	174 155 200	Certificate	No
	ECE Post Basic (Level II) Program: ECE for Exceptional Children Segment	294 hrs c. 2 yrs 20 wks	PT FT	Every 2 years	1 2	conc block	some	60 165	Certificate	No
	ECE for Infants and Toddlers Segment	285 hrs c. 2 yrs 20 wks	PT FT	Every 2 years	1 2	conc block	some	60 165	Certificate	No

Table 8 (continued)

Selkirk Human Services	ECE	9 mon	FT		1	block		120	Certificate	No
					2	block		160		
					0	conc	96			
			PT	on an individual basis	0	conc	96			
	Special Needs	690 hrs (9 mon)	FT		1	block		160	Certificate	No
					0	conc	96			
			PT	on an individual basis	0	conc	96			
Vancouver: Continuing Education	ECE Level 1	2 yrs	PT	Each year	1	block		80	Certificate	No
					2	block		80		
					3	block		120		
					0	conc	150			
	Infant-Toddler Training	1 yr	PT	Each year	1	block		80	Certificate	No
					2	block		80		
					3	block		80		
	Family Daycare	150 hrs	PT	Each Year	0		30		Certificate	No
	School-Age Child Care Certificate Program	150 hrs	PT	Each Year	0		30		Certificate	No
Vancouver: Langara Community Services	ECE Program	12 mos	FT		1	conc	48		Certificate	No
					2	conc		48		
					3	conc		72		
					4	conc		72		
					5	conc		96		
					6	block		160		
	ECE Special Education Post basic Program	208 hrs	PT	eves	1	block		160	Certificate (Diploma if 4 full semesters completed overall)	
					0	indiv.	indiv.			

3. SUMMARY OF RESULTS AND RECOMMENDATIONS

Comparing the course content of the ECEC program with the Provincial Competencies, the participants in the workshop found that most of the competencies were covered from theory to application levels. However, several gaps appeared. The following is a summary of how, where and how thoroughly each competency is covered.

Competency 1 - Knowing the Individual Child

Competency 1 is thoroughly covered by Psychology 150 - Child Development, ECEC 150 and 151 Principles and Practices 1 and 2 and by the specific curriculum courses.

Competency II - Program Planning

Competency II is covered by Principles and Practices 1 and 2 and the specific curriculum courses. One area needing more attention ia II E - The Evaluating Process.

Competency III - Guiding and Caring

Competency III is partially covered by ECEC 150 Principles and Practices 1. It is discussed again in ECEC 151 - Principles and Practices 2. More time is needed in the program to thoroughly cover III C - Guiding Children's Behavior.

Competency IV - Health

Competency IV is partly covered by ECEC 151 - Principles and Practices 2, Sociology 160 - Family and Community and partly by the Standard First Aid Course, a requirement of every student entering the program.

Competency V - Professional Relations: Interpersonal

Competency V is covered by Psychology 154 - Interpersonal Relations at the application non ECEC level and by ECEC 150 - Principles and Practices 1 at the application level.

Competency VI - Professional Relations: Attitude and Conduct

Competency VI is covered at the comprehension level in ECEC 151 - Principles and Practices 2. More time is needed in the program to thoroughly cover this area.

Table 9 (continued)

Competency VII - Interacting with Families

Competency VII is not met in the ECEC program. Sociology 160 - Family and Community provides some for the theory and the competency is discussed again in ECEC 151 - Principles and Practices 2. Because students do not get the opportunity to apply this theory in their field placements, comprehension and the ability to apply this theory must be demonstrated in their coursework.

Competency VIII - Centre Operations

Part of this competency area is covered in a 4 hour workshop in ECEC 151 - Principles and Practices 2. Because students do not get the opportunity to apply this theory in their field placements, comprehension and the ability to apply this theory must be demonstrated in their coursework.

From Camosun College ECE Review

EARLY CHILDHOOD EDUCATION PROGRAM
PROGRAM OBJECTIVES

YEAR 1

Upon completion of Year I of the program, the graduate will apply a problem solving approach to the integration of theory and practice in early childhood education by:

1. applying principles of interpersonal communication with children, families, team members and other professionals in the ECE facility.
2. demonstrating knowledge and skill in observing, recording and interpreting all aspects of the care and education of preschool children.
3. using personal creativity in implementing a variety of developmentally appropriate and interactive strategies to support and extend the children's learning through play.
4. planning, implementing and evaluating learning environment plans for individuals and groups of preschool children.
5. using the principles of guidance in guiding children's behaviour.
6. providing care for individuals and groups of children, ensuring that their health, safety and basic needs are met.
7. demonstrating an awareness of, and sensitivity to the needs of the family.
8. participating with assistance, with the operation and functioning of an ECE facility.
9. displaying responsibility and accountability as an Early Childhood Educator.

YEAR 2

Upon completion of Year II, the graduate will apply the problem-solving process to the integration of theory and practice in early childhood education by:

1. applying principles of interpersonal communication in developing and facilitating positive interpersonal relations with and among a variety of children*, families, team members and other professionals in the ECE community.
2. demonstrating knowledge and skill and assisting others in observing, recording and analyzing significant information relating to all aspects of the care and education of children*.
3. using knowledge, personal creativity and assisting others in planning and adapting developmentally appropriate interactive strategies to support and extend the learning of children through play*.
4. planning, implementing, evaluating, adapting, integrating, and assisting others with learning environment plans for individual children and/or groups of children*.
5. utilizing, adapting, and assisting others to apply the principles of guidance in guiding the behaviour of children*.
6. providing and assisting others to provide holistic care for individuals and groups of children* ensuring that standards of health and safety are met.
7. functioning collaboratively with families, team members and other professionals, initiating and facilitating the referral process to community resources when necessary.
8. applying principles of administration in the management of physical, financial and human resources in the ongoing operation of an ECE facility.
9. displaying and assisting others to display responsibility and accountability as an Early Childhood Educator.

children* = preschool children and either children under the age of three or children with special needs.

Table 10 (continued)

ECE PROGRAM

EARLY CHILDHOOD EDUCATION PROGRAM
PURPOSE STATEMENTS

YEAR 1

PURPOSE STATEMENT

The first year of the program is designed to provide opportunities for developing the knowledge, skills, and attitudes necessary to work with young children. The graduates are prepared to provide care which focuses on the needs of children and their families, and fosters each child's optimum cognitive, communicative, emotional, physical and social growth. Upon completion of the first year, graduates qualify for a certificate in early childhood education and are eligible for employment in group day care, pre-schools and private kindergartens.

Following 500 hours of documented satisfactory work experience under the direction of a qualified educator, the graduate satisfies the requirements of the B.C. Child Care Facilities Licensing Board for registration as an Early Childhood Educator.

YEAR 2

PURPOSE STATEMENT

Year two of the ECE program is designed to provide opportunities for enhancing generic knowledge, skills and attitudes necessary to work with young children, for acquiring knowledge, skills and attitudes necessary to the administrative process, and for developing the specific knowledge, skills and attitudes necessary to work with children under the age of three or children with special needs.

Graduates are prepared to provide and supervise care fostering optimum cognitive, communicative, emotional, physical and social growth to preschool children and to children under three or children with special needs. Graduates are prepared to work collaboratively with the child's family members and community/professional resources, and to administer the day-to-day operation of an early childhood facility.

Upon completion, graduates will qualify for a Diploma in Early Childhood Education and are eligible for certification by the P.C.C.F.L.B. as Under Age Three or Special Needs Educators. Graduates are eligible for employment in a variety of early childhood settings.

CAMOSUN COLLEGE
EARLY CHILDHOOD EDUCATION PROGRAM
VISUAL OVERVIEW OF YEAR I AND YEAR II

ECE YEAR I COMPETENCIES			ECE YEAR II COMPETENCIES			
FALL	WINTER	SPRING	FALL	WINTER	SPRING	
ECE 100 ECE 110 ECE 120 ECE 130 ECE 170 PSY 150 PSY 154	ECE 101 ECE 111 ECE 121 ECE 131 ECE 171 ENG 150	ECE 172	PSY 270 PSY 254 ECE 210	HSD 256 ECE 211 ECE 240/ OR 250	ECE 245S/ OR 245U	THE OTHER SPECIALTY & PRACTICUM
CREDITS 17	15	7	9	11/10	6	10/11

E.C.E. CERTIFICATE..39

E.C.E. DIPLOMA (UNDER THREE OR SPECIAL NEEDS)..65/64

ADDITION OF OTHER SPECIALTY BRINGS TOTAL NUMBER OF CREDITS TO..75

1990-10-26/mac/n:\ecec\handbook\program

Table 11

FRASER VALLEY COLLEGE REVISED EARLY CHILDHOOD EDUCATION PROGRAM

1991

FRASER VALLEY COLLEGE

Due to educational concerns expressed at the B.C. Articulation meetings and Fraser Valley College Early Childhood Education Departmental review, several important changes have been implemented which include the laddering of the Family Day Care Training Program to the Early Childhood Education Certificate and Diploma Programs, as well as increasing the time frame for the Certificate Program within Provincial guidelines. The revisions have had a positive effect on learning and morale and can be described as follows.

FAMILY DAY CARE TRAINING PROGRAM 10 mo. 6 cr. FDC Abbotsford or Mission Campus 1 evening per week	EARLY CHILDHOOD EDUCATION CERT. 4 mo. 4 mo. 4 mo. 4 mo. Semester I II Sum. III ECE Cert. Abbotsford Campus 8:30-2:30 Chilliwack Campus 1:00-7:00 (FT or PT)	ECE DIPLOMA IN INFANCY OR SPECIAL NEEDS Infancy Dip. 10 mo. Special Needs Dip. Abbotsford Campus 2 evenings per week	University College Bachelor's Degree 1993 ??
- Six 20-hr. courses offered on PT basis from Sept.-June Abb. & Mission Campuses	- Three Semesters with summer break between semesters (May 1-Aug.31) for 500 Hour Licensing requirement	- 27 Credit Prog. from Sept.-June - evenings at Abbots. Campus	
- Preferred admittance into ECE Program for FDC graduates with C+ average	- 52 Credit Prog. with 12 months of training over 16 months. eg. Fall, Winter, Fall, or Winter, Fall, Winter, with start dates alternating between Abb. & Chwk. Campuses	- Students can begin Diploma in semester following completion of Cert.	
- 6 Credits of Advanced Standing towards ECE Cert. (ie. 2- 3cr.courses)	- Pilot Program with the summer break began Jan. 1991 in Chwk. and students returned in Sept. with renewed enthusiasm and securely retained knowledge base.	- Flexible Prog. format to allow for persons to work PT and attend College in evenings	
- Program content linked to ECE Prog through course outlines, instructors, and CE/ECE liaison.	- No real attrition over the summer except for several students who changed from FT to PT or vice versa	- Diploma can be completed in one year if student desires	
- Funding problem in that all courses are cost-recovery requiring students to pay $80/course instead of the approx. $45/similar course length.	- Cost implications are that classes must be somewhat larger to remain within the FVC FTE allocations for ECE in the budget year.		
- No problems filling classes in spite of increased cost and formalization of FDC Program within the College system	- CEIC recognizes the program changes and continues to purchase seats in Abb. as well as an RAC in Chwk. It is hoped that the funding for the Chwk. Program will come through the base budget when Min. of Adv.Ed allocates FTE's for 1992.		
	- No problems filling the Program in spite of students' knowledge that Cert. Program length has increased with the summer break. They seem pleased.		

Table 12
Educator Responses on Their Teaching Strengths and ECE Basic Program Descriptions

	Strengths	Wanted more time	Not covered, but should have been	Covered, but insufficient time
Attitudes (ie to children, staff, parents)	38.5%	12.0%	9.6%	2.7%
Communication skills	29.7%	18.0%	13.2%	16.1%
Program planning: curriculum areas	31.8%	8.5%	3.8%	4.5%
special needs	9.0%	20.7%	17.1%	21.6%
cultural diversity	18.9%	17.1%	12.6%	16.2%
non-sexist environment	31.5%	8.1%	7.2%	9.0%
observe & record	26.1%	20.7%	2.7%	12.6%
difficult situations	27.9%	30.6%	9.9%	18.0%
administration	32.4%	11.7%	5.4%	12.6%

Table 13
Educators: Amount of Time Spent in Different Curriculum Areas

Curriculum Area	Insufficient Time	Sufficient Time	Too Much Time
knowing the child	18.0%	67.6%	.9%
program plannng	23.4%	59.5%	3.6%
guiding and caring	17.1%	69.4%	-----
interpersonal relationships	39.6%	44.1%	3.6%
attitude and conduct	27.0%	58.6%	----
interacting with families	54.1%	31.5%	.9%
centre operations	50.5%	33.3%	.9%
observation and recording	19.8%	55.0%	9.9%
health and nutrition	13.5%	57.7%	----
practicum	73.0%	13.5%	----
practicum supervision from training program	64.0%	22.5%	----
practicum supervision from site staff	70.3%	16.2%	----

Table 14
Employer Responses on Educator Teaching Strengths and Limitations of Graduatesn of ECE Basic Descriptions

	Strengths	Limitations
Attitudes (ie to children, staff, parents)	44.6%	24.5%
Communication skills	37.3%	30.6%
Program planning:		
curriculum areas	43.7%	17.5%
special needs	11.7%	51.7%
cultural diversity	24.2%	38.3%
non-sexist environment	41.7%	15.8%
observe & record	22.5%	35.0%
difficult situations	24.2%	43.3%
problematic behavior	31.7%	41.7%
administration	17.5%	55.0%

Appendix 1
Terms of Reference for the Review Project

DRAFT SPECIFICATIONS:
REVIEW OF TRAINING NEEDS IN THE E.C.E. FIELD

BACKGROUND:

The field of Early Childhood Education is undergoinhg changes and pressures which have potential impact on training programs. A review of curriculum is in order, to ensure that the Basic Program contines to meet needs and to develop an approved Post Basic curriculum. Prior to reviewing curriculum, however, it is necessary to review broader issues affecting training.

PROJECT OBJECTIVE:

The project will examine issues relating to professional training in the field of care and education for young children, and will make reccomendations relating to program content and delivery.

PROJECT OUTPUTS:

Working with Ministry and Development Centre staff, and using an advisory committee made up of industry representatives and instructors, designated by the MAETT, the project will:

1. Gather and review existing materials relating to training in this field, including previous Ministry reports, the report of the Task Force on Child Care, individual college program reviews, and relevant national/international reports.

2. Identify training issues requiring resolution.

3. Survey professionals, employers, instructors, and parents to obtain input regading the identified issues.

4. Produce a descriptive report synthesizing the collected information and containing concrete recommendations relating to training program curriculum and delivery.

PROJECT TIMELINES:

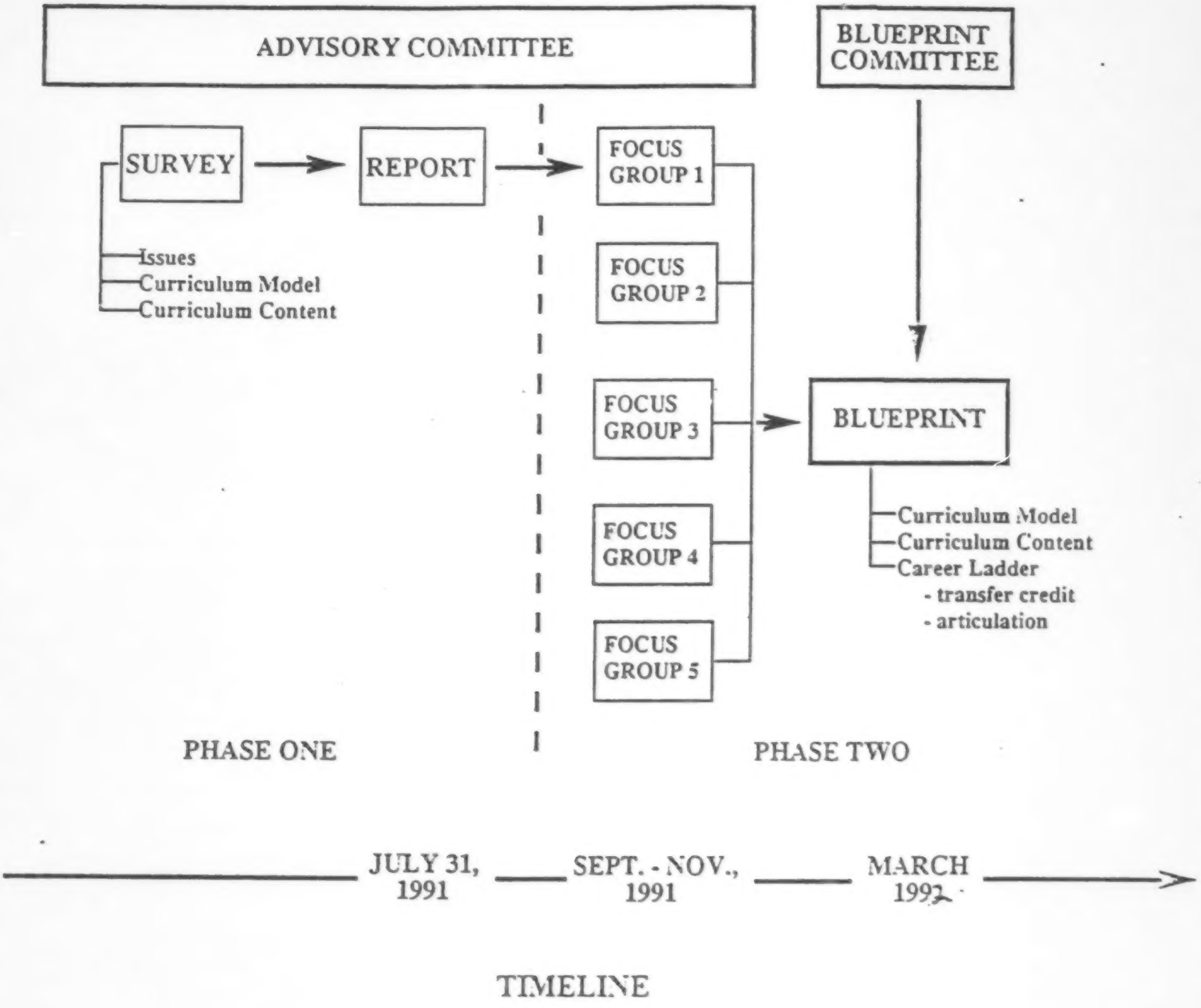
Identification of issues and development of surveys - Mar.31

Collection of information - May 31

Production of preliminary discussion paper - July 31

Appendix 2
ECEBC Blueprint: Project Activities and Timeline

Figure 2 : Project Activities and Timeline



ADVISORY COMMITTEE
BLUEPRINT COMMITTEE
SURVEY
REPORT
Issues
Curriculum Model
Curriculum Content
FOCUS GROUP 1
FOCUS GROUP 2
FOCUS GROUP 3
FOCUS GROUP 4
FOCUS GROUP 5
BLUEPRINT
Curriculum Model
Curriculum Content
Career Ladder
- transfer credit
- articulation
PHASE ONE
PHASE TWO
JULY 31, 1991
SEPT. - NOV., 1991
MARCH 1992
TIMELINE

Appendix 3
ECE Review Project Advisory Committee

ECE REVIEW ADVISORY COMMITTEE

Gyda Chud
Co-ordinator,
Continuing Education/ECE
Vancouver Community College

Margo Greenwood-Church
Director of Education
Early Childhood Educators of BC

Judy Pollard
Department Head
Human Services
Selkirk College

Rosie Anslow
Western Family Daycare Association

Gayle Davies
Program Manager
Ministry of Health
Community Care Facilities

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Human Services and Health Care
North Island College

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Northwest Baptist Theological College

Sharon Peachey
Chairperson
SFU Daycore Society

Roy Ferguson
School of Child and Youth Care
University of Victoria

Jean Campbell
Co-ordinator
Adult Special Education and
Social Service Programs

Sandra Griffin
President,
Early Childhood Educators of BC

Keith Dunbar
Curriculum Development
Centre for Curriculum and Professional
Development

Appendix 4

Association of Early Childhood Educators of Ontario Transferability Guidelines

DATE: Monday April 15, 1991

TO: Community College Co-Ordinators - ECE Programs

FROM: Cheri Szereszewski, Equivalency Co-Ordinator

RE: Equivalency VS. Advanced Standing

To clarify the A.E.C.E.,O. Equivalency Process and dispel any confusion that might surround it, please be advised of the following:

The Equivalency Process is designed for individuals with complete Early Childhood Education Diploma's or Degree's, generally from outside of Ontario or Canada who have come to Ontario and wish to work as Early Childhood Educators in an Ontario child care setting. As well, we do accept individuals who have studied a related discipline within Ontario and wish to practice as an Early Childhood Educator in Ontario.

The MINIMUM requirement for entry into the Process is a 2-year program. For anyone that you interview with less than a 2 year program, an ADVANCED STANDING evaluation should be done by the College.

Please do not send people with less than the above requirements to me for evaluation as they will be referred to you for Advanced Standing evaluation.

I hope this clears up any confusion that may exist. If you have any further questions, please do not hesitate to call me.

4/91:edadst

Issue #: 003
Date: April 15, 1991

CANADIAN EARLY CHILDHOOD EDUCATION DIPLOMAS AND DEGREES (MINIMUM 2 - YEAR PROGRAMS)

Diplomas and degrees from the following colleges and universities will be given equivalency status in Ontario without further requirement.

ALBERTA

University of Alberta
    Bachelor of Education with specialization in Early Childhood Education

University of Calgary
    Bachelor of Education with specialization in Early Childhood Education

Grande Prairie Regional College
    Diploma in Early Childhood Education and Development
    (since 1981)

Grant MacEwan Community College
    Diploma in Early Childhood Education and Development
    (since 1971)

Mount Royal College
    Diploma in Early Childhood Education and Development

Red Deer College
    Diploma in Early Childhood Education and Development
    (since 1981)
Medicine Hat College
    Diploma in Early Childhood Education

BRITISH COLUMBIA

University of Victoria
    B.A. in Child and Youth Care

The following colleges offer the following certificates:

Early Childhood Education Certificate Level I (9-10 months) followed by Early Childhood Education Certificate Level II (an additional year with specialization in Under Age Three Group Day Care or Children With Special Needs.

Graduates from these colleges need to have achieved Level II to have equivalency status in Ontario. All these programs have been in existence since 1988.

- Camosum College
- Capilano College
- Cariboo College
- College of New Caledonia
- Douglas College
- East Kootenay Community College
- Fraser Valley College
- Kwantlen College
- Malaspina College

North Island Community College
Northwest Community College
Northern Lights College
Okanagan College
Selkirk College
Vancouver Community College (Langara)
Northwest Baptist Theological College
New Summits University College

MANITOBA

Graduates from the following universities and colleges need to have achieved the status of Child Care Worker III determined by the Manitoba Government Provincial Day Care to have equivalent status in Ontario.

University of Manitoba
Bachelor of Education with 1 year Certificate in Early Childhood Education, (1976 - 1987)

University of Winnipeg
B.A. in Developmental Studies

College Universitaire de Saint-Boniface
Diploma en Techniques D'Animation en Garderie
(Diploma in Child Care) (since 1989)

Assiniboine Community college
College Diploma in Child Care Services (since 1984)

Keewatin Community College
College Diploma in Child Care Services (since 1989)

Red River College
College Diploma in Child Care Services (since 1975)

NEW BRUNSWICK

Universite de Moncton
Certificat D'Enseignement Prescolaire
(Certificate of Advanced Studies in Early Childhood)
Baccalaureat en education prescolaire et elementaire
(Bachelor in Preschool and Elementary Education)
(since 1973)

University of New Brunswick
B.Ed with Early Childhood Education major (since 1970)

NEWFOUNDLAND

Memorial University of Newfoundland
Masters Degree in either Curriculum and Development or Specialization in Early Childhood

Durham College, Oshawa
Fanshawe College, London
George Brown College, Toronto
Georgian College, Orrillia
Humber College, Rexdale
Lambton College, Sarnia
Loyalist College, Belleville
Mohawk College, Hamilton
Canadore College, North Bay
Niagara College, Welland
Northern College, South Porcupine
Sault College, Sault Ste. Marie
Seneca College, North York
Sheridan College, Oakville
Sir Sanford Fleming College, Peterborough
St. Clair College, Windsor
St. Lawrence College, Kingston

PRINCE EDWARD ISLAND

Holland College
Early Childhood Education Diploma

QUEBEC

Concordia University (English)
B.A. Major in Child Studies
B.A. Specialization in Early Childhood Education
Graduate diploma in Early Childhood Education

Universite Laval
Certificat en education de la prime enfance
(Preschool Teaching/Education Certificate)

Universite de Montreal
B.Sc. avec majeur en education et mineur en education prescolaire et enseignement primaire
(B.Sc. with a major in education and a minor in preschool primary education) (since 1987)

Universite de Sherbrooke
B.A. en enseignement prescolaire et au primaire
(B.A. in preschool and primary education)

Universite de Quebec
baccalaureat d'education au prescolaire et d'enseignement au primaire
(B. Ed. in preschool and primary teaching)

CEGEPS - ENGLISH

Heritage College
Diploma of College Studies with specialization in Early Childhood Care/Education (since 1987)

Vanier College
Diploma of College Studies with specialization in Early Childhood Care/Education (since 1976)

Cabot Institute of Applied Arts and Technology
Diploma in Applied Arts in Early Childhood Education
(since 1986)

Fisher Institute of Applied Arts and Technology
Diploma in Applied Arts in Early Childhood Education
(since 1988)

NORTH WEST TERRITORIES

Arctic College
Diploma in Early Childhood Education

NOVA SCOTIA

Mount St. Vincent University
Bachelor of Child Study (since 1978)

Nova Scotia Teachers College - Froebel Institute for Early Childhood Education
Child Development Services Associate Certificate/Diploma
Level IV (since 1976)

ONTARIO

The Early Childhood Education Diploma is a two year program offered at all Ontario Community Colleges. The following programs are accepted as equivalent to the two year Diploma:

Ryerson Institute of Technology
Bachelor of Applied Arts in Early Childhood Education

University of Guelph
Bachelor of Applied Science with a major in Child Studies (4 year program)

Institute of Child Studies
Two year certificate program in Curriculum

Ontario Institute of Studies in Education, University of Toronto Early Childhood Education Diploma

Canadian Mothercraft Society
Early Childhood Education Diploma (since 1978)

University of Waterloo
Bachelor of Arts in Psychology with a Specialty in Early Childhood Education

Following is the list of all Community Colleges in Ontario with a (2 year) Early Childhood Education Diploma Program:

Algonquin College, Ottawa
La Cite Collegiale, Ottawa (French)
Cambrian College, Sudbury
Centennial College, Scarborough
Conestoga College, Kitchener
Confederation College, Thunder Bay

CEGEPS - FRENCH

Any graduating year from the following colleges is acceptable as equivalent.

cegep Abitibi - Temiscamingue
cegep Baie-Comeau
cegep Edouard-Montpetit
cegep de la Gaspesie et des Iles
cegep de Granby
cegep de Joliette-de Lanaudiere
cegep de Jonquiere
cegep de La Pocatiere
cegep de Matane
cegep de l'Outaouais
cegep de la Region de l'Amiante
cegep de Rimouski
cegep de Riviere-de-Loup
cegep de Saint-Felicien
cegep de Saint Foy
cegep Saint-Jean-sur-Richelieu
cegep de Saint-Jerome
cegep de Sept-Iles
cegep de Shawinigan
cegep de Sherbrooke
cegep de Sorel-Tracy
cegep de Trois-Rivieres
cegep de Valleyfield
cegep de Vieux-Montreal
college Marie-Victorin

Diplome d'Etudes Collegiales en Technique d'education en service de garde (DEC - 3 years) (Diploma of College Studies with a specialization in Early Childhood Care/Education)

Certificat d'Etudes Collegiale (CEC - 2 years)
(Certificate of College Studies)

SASKATCHEWAN

Saskatchewan Institute of Applied Science and Technology (Kelsey and Woodland Campuses)
Diploma in Early Childhood Development (since 1987)

YUKON

Yukon College
Diploma in Early Childhood Development (since 1989)

Appendix 5

Recommendations of the Health/Human Service Review Project

IT IS RECOMMENDED:

I PROGRAM DELIVERY

1.1 **THAT** colleges explore flexible scheduling options, maintain full time offerings, and increase part time offerings, at both certificate and diploma levels, where demand warrants;

1.2 **THAT** colleges coordinate/rationalize continuing education and regular career/vocational programs to maximize transferability, avoid duplication, and ensure that a continuum of training options (including orientation for untrained workers) is provided;

1.3 **THAT** a range of delivery options for supervisory skill training be explored and developed;

1.4 **THAT** the Ministry of Advanced Education, Training and Technology assume responsibility for advising employers and potential students of any distinction between regular college programs and other training options including private training, continuing education, and school district training; and

1.5 **THAT** open learning formats for identified courses continue to be developed, with appropriate collaboration between the Open Learning Agency and the colleges.

II PROGRAM CONTENT

2.1 **THAT** the core content of paraprofessional training programs be identified and validated and curriculum be developed;

2.2 **THAT** specialties be offered based on regional needs; that specialty content be identified and validated and curriculum be developed;

2.3 **THAT** colleges provide students from different program areas with some opportunity for integration;

2.4 **THAT** content of program curricula focus on the applied theory necessary for the preparation of practitioners;

2.5 **THAT** access to diploma level training be increased through the delivery of full and part time programs which are accessible to working students; and

2.6 **THAT** programs include both concurrent and block practica which account for approximately one third of program length; and that guidelines for the selection and supervision of practicum be developed.

III PROGRAM STRUCTURES

3.1 **THAT** colleges be encouraged to adhere to consistent hours of content;

3.2 **THAT** colleges provide students with the opportunity for exit at the certificate and diploma levels, for lateral transfers between disciplines, and for laddering to degree programs; and

3.3 **THAT** consideration be given to programs which meet the needs of students who require English language training as well as applied training.

IV INTAKE CRITERIA

4.1 **THAT** guidelines relating to intake/threshold criteria be developed.

V PROGRAM QUALITY

5.1 **THAT** programs be regularly evaluated with the involvement of employers and past and current students.

VI PROGRAM NAMES

6.1 **THAT** colleges utilize consistent program names and consistent terminology for graduate certification.

VII EXTERNAL FACTORS

7.1 **THAT** Ministries review services provided in order to examine training needs in the context of other critical factors such as wages and working conditions; and

7.2 **THAT** the Ministries responsible for contracting with, or licensing of, service providers, be encouraged to establish standards relating to worker training.

Appendix 6

ECE Articulation Committee
Regional Reports on Two-Year ECE Basic Programs

Vancouver Island

Explanatory Notes to Accompany Visual Model

Our two year curriculum plan shows five major content areas pulled together by a number of minor threads resulting in an integrated program of studies toward a certificate (year I), or diploma (year II) in early childhood education.

The content areas would be levelled between year I and II so that a student could choose to exit after one year and meet registration requirements to work as an Assistant Educator. Only after completion of the second year of study would graduates be eligible to become registered as Educators.

All major content areas in this curriculum plan will provide an understanding of, and competency in, the care and education of children from 0 to 6, including those with special needs.

We would recommend that post-diploma courses be developed for both specialty areas of special needs, and under three.

The following is a description of the content clusters that form the curriculum plan.

Children

- an understanding of child development from birth to adolescence with a major focus on 0 to 6 (physical, intellectual, emotional, and social)
- health, safety, and nutritional needs of young children
- individual differences including cultural, socio-economic, and challenging conditions
- understanding the need to be research based in your approach to working with young children
- children's effect on the environment, and the environment's effect on children

---

- during the second year of study these areas of knowledge would be built upon eg. the student would be expected to have gone from an " understanding" to "applying" a research based approach to working with young children

Family and Community

- developmental needs within the life span
- a study of the family (structures, functions, diversity, socio-economic and cultural differences)
- stages of parenting

- parenting styles
- awareness of community resources
- understanding the connections between ECE facilities, families, and the community

---

- year II would build upon this content eg. examine their role in connecting families to resources, becoming an advocate for young children

Principles and Practices

- history, theories, and development of different philosophical approaches to early childhood education
- types of child care services, and regulations
- health, safety, and nutrition
- observation, recording, and assessment
- caring skills
- guidance
- development of plans for individual children
- understanding developmentally appropriate practice in setting up the environment (physical, and psychological environment, as well as appropriate program activities)
- communicating with families
- understanding of administration
- the concept of play
- the application of research findings to practices

- year II would include such items as skill in administering facilities, program evaluation, and special considerations for working with children under three, and those with challenging conditions

Personal and Professional Issues

- working on self
- awareness of bias and prejudice
- verbal and written communication skills
- interpersonal communication skills (children, staff, and other adults)
- roles and responsibilities of an early childhood educator
- an understanding of philosophy, ethics, and professionalism

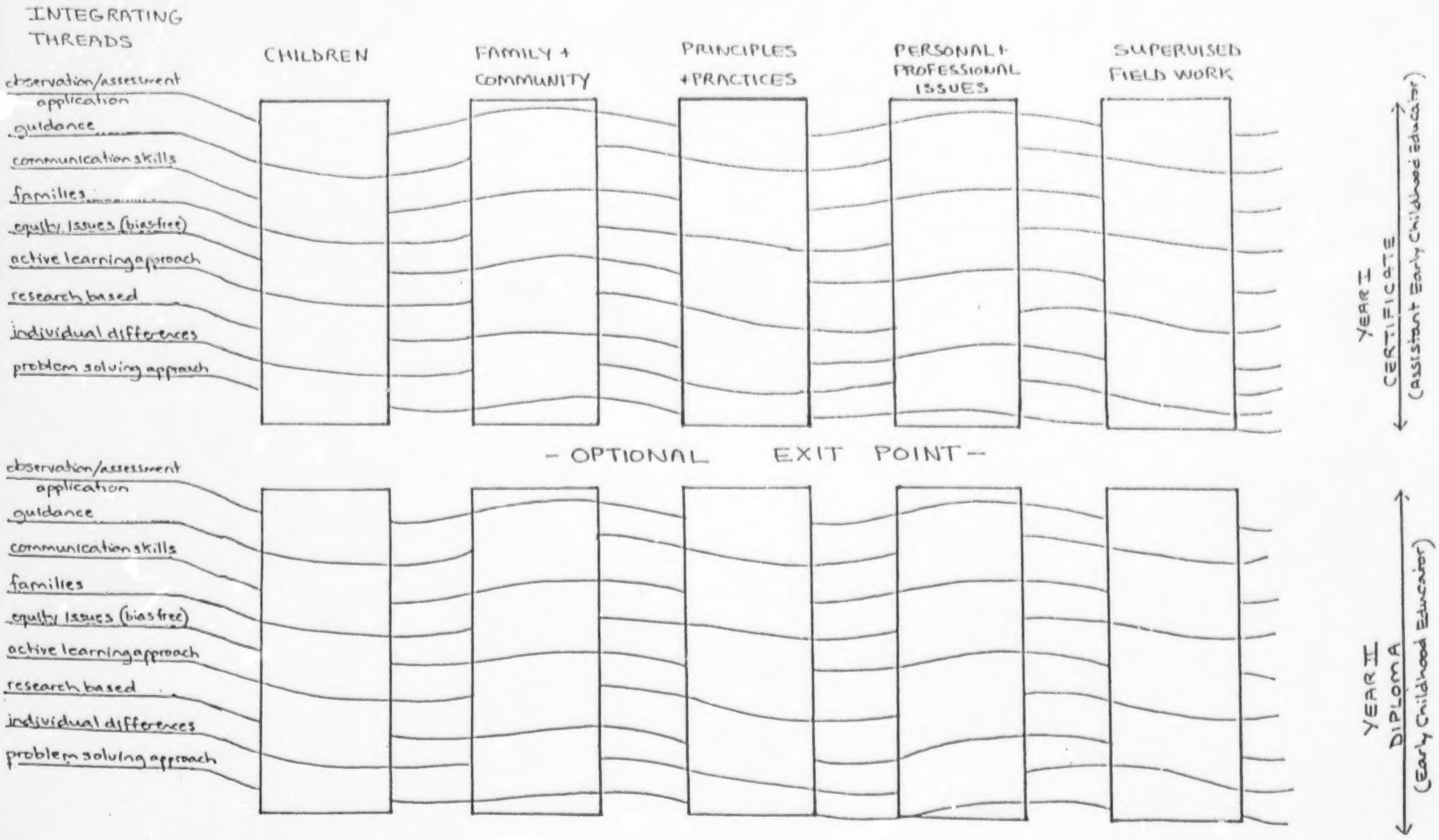
---

- an example of year II levelling might be moving from an " understanding " of philosophy, to " being able to articulate " a philosophy of early childhood education

Supervised Field Work

- opportunities for observation and implementation of knowledge, skills, and values obtained from the program

A TWO YEAR CURRICULUM PLAN FOR EARLY CHILDHOOD EDUCATION


INTEGRATING THREADS
observation/assessment application
guidance
communication skills
families
equity issues (bias free)
active learning approach
research based
individual differences
problem solving approach
CHILDREN
FAMILY + COMMUNITY
PRINCIPLES + PRACTICES
PERSONAL + PROFESSIONAL ISSUES
SUPERVISED FIELD WORK
- OPTIONAL EXIT POINT -
YEAR I
CERTIFICATE
(Assistant Early Childhood Educator)
observation/assessment application
guidance
communication skills
families
equity issues (bias free)
active learning approach
research based
individual differences
problem solving approach
YEAR II
DIPLOMA
(Early Childhood Educator)

DUCATIONAL RATIONALE FOR A TWO YEAR

E. C. E. TRAINING PROGRAM

The rationale for a 2 year training program in ECE derives primarily from 3 sources:

1) Sociodemographic changes which have altered what early childhood educators need to know.

2) The recent and rapid growth in both the quantity and quality of research in child development and related themes.

3) The overwhelming research evidence which identifies training as the key indicator in provision of quality care for children.

Sociodemographic Changes

The changing and evolving nature of our society has resulted in a wider and more complex set of attitudes, knowledge and skills which effective early childhood educators must possess. It is no longer appropriate to focus training programs on a narrow definition of working with preschoolers. Today, early childhood educators must have the ability to work in a wide variety of situations with infants, toddlers and school age children; children who have special needs; children for whom English is a second language and children who come from a variety of cultures, lifestyles and backgrounds. The implementation of dual entry kindergarten combined with the inclusion of children age 30 months in preschool and day care programs has resulted in changes to the age and developmental mix in most group programs. Thus, staff need to provide for a wider age range and less developmentally mature groups.

In addition, early childhood educators are expected to work intensively with parents and a variety of professionals in the larger community.

These realities and challenges have resulted in increased time and content demands within training programs to adequately prepare graduates for their roles and responsibilities.

Growth in Quantity and Quality of Research

Over the past decade, social, economic and political forces have placed the field of early childhood and child care in the forefromt of many agendas. This heightened interest is reflected in the ever growing body of knowledge regarding child development, developmentally appropriate practice and effective management skills. Exposure to and familiarity with this content is critical to the preparation of early childhood educators. Current 10 month training programs do not allow for or respond to the ever growing body of knowledge which forms the foundation of this profession.

Training as the Key Indicator in Quality

Recent research on the issue of quality is irrefutable in the finding that staff training is the most accurate predictor in the provision of quality care for children. While this finding is encouraging and reaffirming in terms of provincial training/licencing standards and regulation, it poses a clear challenge to training institutes and program graduates. Given current limitations on lengths of programs and funding formulas, training is simply inadequate to ensure high quality outcomes for children.

Within a national perspective, all but 3 provinces in Canada have recognized early childhood education as a 2 year diploma program of study. British Columbia remains as 1 of these.

CONTENT OF A TWO YEAR PROGRAM

GUIDING PRINCIPLES

A 2 year ECE program should:

1) incorporate what is currently offered as Infant and Toddler Post-Basic training.
2) incorporate introductory and foundation content related to Special Needs and Administration, both of which could be pursued in further depth at a Post-Basic level.
3) incorporate a multicultural perspective which is integrated into all courses and course content.
4) qualify graduates as early childhood educators who may be employed in infant, toddler, integrated and preschool settings.

KEY AREAS OF INSTRUCTION AND RELEVANT THEMES

FOUNDATIONS of ECE

- History, Philosophy, Current Trends and Issues.

CHILD DEVELOPMENT

- Knowing the Individual Child, Psychology, Observing and Recording, Guiding and Caring, Developmental Issues.

PROGRAM PLANNING

- Play-based Learning, Curriculum Planning, Developmentally Appropriate Practice, Routines, Schedules.

HUMAN RELATIONS

- Interpersonal Communications, Staff Relations, Community Resources/Relations, Self-Awareness, Personal Growth, Professionalism.

PRACTICUM

- Opportunities to observe, model and participate in quality child care settings for infants, toddlers and preschoolers as well as integrated centres.

PLAN OF ACTION

1. Arrive at consensus within Articulation Committee re. statement of Educational rationale, content of 2 year program and plan of action.

2. Gather support and endorsement of 2 year program at institutional level (Dean, Directors, etc.) and community level (Advisory Committees, ECE-BC, B.C. Daycare Action Coalition, Unions, Employers).

3. Nominate a representative delegation to meet with appropriate PCCFLB and Ministry of Advanced Education representatives to present documentation and request reclassification of ECE as a Career/Technical Program with 2 year funding support.

4. Continue efforts within individual institutions and Articulation Committee to facilitate credit transfer and career ladder options for graduates.

5. Request support from Ministry of Advanced Education to individual colleges for developing a revised, 2 year program.

6. Encourage CEIC support for students in 2 year program.

7. Participate in ongoing public education process to recognize the value of training for quality service to children and families.

ISSUES AND QUESTIONS TO CONSIDER

1. One year exit level for assistants

   - Does this approach undermine our efforts to raise standards and quality?

   - Will course design and course content be geared or focussed to the 1 year exit student at the expense of a more educationally sound approach?

   - Would we anticipate large numbers of students exiting at the end of Year I?

   - Would we need to increase our intakes to allow for this attrition and yet ensure a sufficient number of students who would move on to Year II?

   - What would motivate students to return for Year II?

2. Post-Basic Training

   - Would it continue to exist?

   - If so, what would constitute this training?

   - Would it be recognized through additional credentials and salaries?

3. Part-Time Programs

   - What would be the impact of a 2 year program on part-time programs?

   - Would we consider a 3 year part-time program as equivalent to a 2 year full-time program?

4. Affordability/Accessibility/Retention

   - Given current salaries in the field, is it realistic to anticipate attracting quality candidates who can afford a 2 year program?

   - How will a 2 year program impact on those for whom accessibility of training is already an obstacle?

   - At the conclusion of a 2 year program, will a significant number of graduates move on to university or secure employment within the school system as aides/assistants thereby decreasing the real numbers entering the early childhood field directly?

REPORT TO E.C.E. ARTICULATION COMMITTEE

(Prepared by Regional Subcommittee for the East and West Kootenays)
January 17, 1991

SUB-COMMITTEE MEMBERS
Kathy Bonnell, Dina Castelan, Madelyn Mackay, Judy Pollard (recorder)

POSITION PAPER ON A TWO-YEAR BASIC EARLY CHILDHOOD EDUCATION DIPLOMA PROGRAM

EDUCATIONAL RATIONALE

The justification for moving from the present nine-ten month program length to a two-year (four semester) basic diploma program has been well explained in the document Early Childhood Education Offerings at Fraser Valley College: Current Problems and Proposal for Change (Dona Coates, April 1989). Sound educational reasons for extending program length to two-years include the following summary from the noted report:

- Students will not be unduly overburdened in any academic year or any specific semester.
- Students will have sufficient time to assimilate theory and put it into practice, critical to their ability to apply their knowledge in the field.
- Graduates will enter the field more fully prepared to meet current and changing conditions.
- Graduates of the E.C.E. diploma should be able to complete a Specialty credential within a shorter time than is now possible, as they will have a foundation in these fields. (page 13 & 14)

Additional reasons for a two-year diploma program are as follows:

- Early Childhood Education is a whole integrated field and as such needs to encompass areas which are currently defined as "basic training" and "post-basic training in under-threes and special needs".
- Expansion to a two-year program would provide a better alternative than the present 500 hour work experience requirement which presently does not ensure a reliable standard of consolidation of training.
- A two-year diploma program could include an exit level at the end of the first year (two semesters) for assistant early childhood educators. This would provide more adequate preparation of assistant early childhood educators than the present "one course". This assistant training would require a change in Child Care Regulations under the Community Care Facilities Act. n.b. An additional 500 hours would not qualify a one-year certificate student as an Early Childhood educator.
- A two-year diploma program would provide increased opportunities for laddering to university degree programs.
- The implementation of dual entry kindergarten combined with the inclusion of children age 30 months in group preschool and daycare programs has resulted in changes to the age and developmental mix in most group programs with a resultant need to provide for a wider age range and less developmentally mature groups. Thus the early childhood educator needs a basic preparation which meets service needs.

CONTENT OF A TWO-YEAR PROGRAM

YEAR 1

* Child Growth and Development
Child Observation
* Health, Safety and Nutrition
Guiding and Caring
Developing Relationships with Children
Communication Skills--adults and children
* English Composition
Fundamentals and Principles at E.C.E.
Program Planning and Curriculum
Healthy Physical Environments
Practicum

* In order to provide opportunity for a maximum degree of transferability between college and university it is important to provide a choice of university transfer or non-university transfer courses in psychology and English. For example, the student might take either Introductory Psychology (1 semester - university transfer) and Child Development (1 semester - university transfer) or Child Growth and Development (2 semesters - non-transferable). In regard to written English the student could choose either English Composition (1 semester - university transfer) or English Composition (non-transferable).

YEAR 2

Child Development, and Exceptionalities
Knowing the Individual Child
Observation, Assessment and Individual Planning
Program Philosophies, Planning and Implementation
Guidance and Intervention Skills
Working with Families and Communities
Written English (business and proposal writing)
Program Planning and Curriculum
Centre Operations
Practicum

The content in year 2 would build on the broad base of year 1 and provide concentrated in-depth study which could incorporate content now included in post-basic training in under-threes and special needs.

PLAN OF ACTION

1. Development of a two-year program model which can be accepted by members of the E.C.E. Articulation Committee, and which is flexible enough to be adapted to differing college and community needs or circumstances.

2. Faculty of each E.C.E. program work within own institutions and communities to get endorsement of the two-year E.C.E. diploma program.

3. Articulation committee recommend to the PCCLB and the Ministry of Advanced Education and Job Training that E.C.E. be categorized as a Career/Technical Program and funded for a two-year (four semester) period.

4. Articulation Committee approach the universities to secure the transfer of credit and laddering process in a variety of degree areas (Education, Social Work, Child and Youth Care.)

5. Articulation Committee identify a suitable time period for the funding designation, program approval and development and implementation.

6. Articulation Committee approach the Ministry to obtain funding for development of a revised two-year program.

7. Articulation Committee propose to PCCLB a change in regulations re "assistant" Early Childhood Educators.

8. Articulation Committee investigate ways to provide support for E.C.E. instructors to achieve Master's degrees in relevant areas.

9. Articulation Committee investigate and encourage CEIC support for students in two-year programs.

10. Articulation Committee communicate with E.C.E.-B.C. to implement a public education campaign to recognize the value of Early Childhood Educators.

JP/vt

ART-COMM.RPT
91.01.22

REPORT FROM OKANAGAN-CARIBOO REGIONAL GROUP

A. CORE CURRICULUM (0 - 6 years)

Year 1

1. Child Development
2. Observation & Recording
3. Curriculum development
4. Introduction to Program Development (Integration of Program)
5. Guiding and Caring
6. Interpersonal Relations
7. Basic Communications English
8. Marriage & Family
9. Practicum (2)

↙ ↓ ↘

Observing & Recording — Guiding & Caring — Curric.

10. Child Health
11. Intro to ECE (Survey)
    - play/common
12. Introduction to Exceptional Children

Year 2

1. Advanced communication (Professional)
2. Working with Parents
3. Program & Play Planning
4. Advanced Written Communication
5. Program Models
6. Life Span Development
7. Intro to Administration - Basic supervisor responsibilities
8. Practicum

Two Exit Levels

After 1 year - certificate - assistant
After 2 years - diploma - supervisor

supervisor = "group" supervisor
assistant = assistant to group supervisor

B. EDUCATIONAL RATIONALE

1. Early childhood is from 0-6 rather than 3-5 with infancy & toddlerhood tacked on - training should reflect this - requires 2 years.

2. Supervisory status cannot be accomplished in one year, i.e. integration of knowledge and skill required for supervisory status is vulnerable after graduation (due to lack of time to integrate).
   e.g. 4-5 yrs for public} equi-
   school teacher } valent
   1 year ECED } skills
   required

3. Increased demands on staff due to rapidly changing social conditions, families, integration of special needs etc. requires more time for preparation to deal with new conditions.

4. Requests involve reordering of components rather than expanding

C. PLAN OF ACTION

1. Support from Articulation group in support of motion from deans group.

2. Tie in with joint proposal from ECCBC.

3. Set a schedule for implementation.

4. Would require each training facility to have a lab for 0-6 training.

1 North (3)

EARLY CHILDHOOD EDUCATION
BASIC PROGRAM

¤ MEETING EDUCATIONAL AND COMMUNITY NEEDS ¤

PART ONE - EDUCATIONAL RATIONALE FOR CHANGE

CONCERNS

1. Students are overwhelmed by the intensive ten-month program which creates undue stress and personal hardship leading to health and social problems. Some stress and demands are realistic in a career training program, but students do not benefit educationally under the strain of excessive stress or demands.

2. The existing E.C.E. Basic Program covers a very broad range of theory and practice and there isn't adequate time to cover the existing program content very well, resulting in students having an insecure knowledge base. Students have difficulty in retaining information that has been crammed into them, without adequate breaks between semesters for them to accommodate knowledge.

3. With limited time to cover the course content, students upon entry are under increased pressure to have a high level of written and oral communication skills, in order for them to be successful. Students have to acquire these skills on their own time without program support and direction, which eliminates many potential students who would be an asset to the field.

PART TWO - PROPOSED CONTENT FOR THE E.C.E. BASIC PROGRAM

PREREQUISITES

A Written Communication Skills Course

- English 101, English 109, Business English 103 or equivalent

An Interpersonal Communication Skills Course

- HSW 151 or equivalent

CONTENT OUTLINE

Fall (15 weeks)

ECE 101	Program Development I - Introduction and Overview
ECE 102	Curriculum Development I - Introduction and Overview
ECE 134/140	Introduction to Child Development
ECE	Observing and Recording Behaviour I
ENG 151	Technical Writing

Winter (15 Weeks)

ECE 121	Program Development II
ECE 122	Curriculum Development II
ECE 125	Practicum I - Integrated Practicum
ECE 141	Child Development II
ECE 104	Health, Safety and Nutrition

PART THREE - PLAN OF ACTION

ISSUES TO CONSIDER

1. More time needed in ten-month program to cover existing courses
2. Breaks between semesters
3. More courses and depth in existing ones in order to meet community needs
4. More community/student involvement in order that student education be "relevant" to the field
5. A flexible schedule so students can take the courses full-time, part-time, or accelerated

ACTION

- Recommend that the existing ECE Basic Full-Time Program be expanded to a two-year program with additional courses and depth

- Co-operative education?